

808

BUSINESS EDUCATION WORLD

SEPTEMBER, 1959

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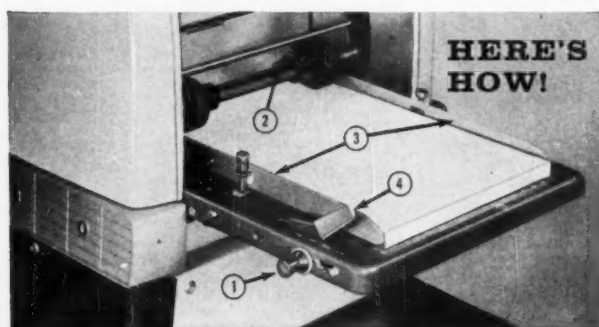
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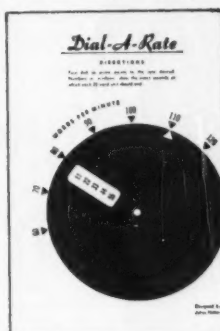
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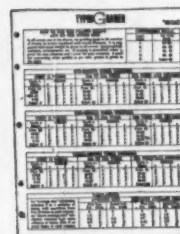
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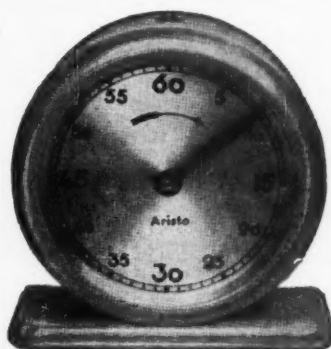
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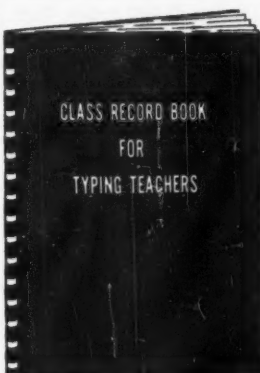
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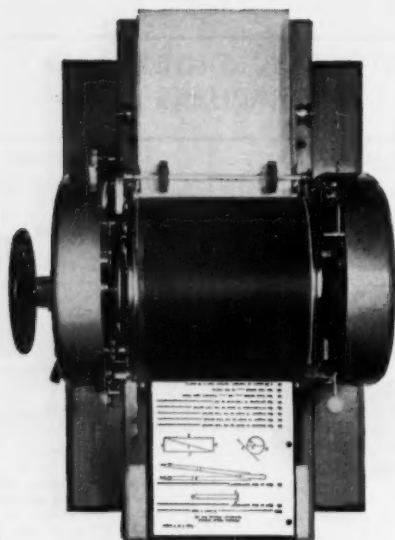
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*There are days in beginning
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students' future achievement*

MARY WITHEROW

Beaumont High School, St. Louis, Mo.

THE PROBLEMS of a student in the early days of a beginning typing class will remain problems unless the teacher is alert and helpful.

I remember a student in one of my Typing 3 classes who watched her fingers constantly. It would have been easy to correct this forty weeks earlier. The beginning typing teacher should have introduced the keyboard by giving dictation while the students watched the chart or closed their eyes. If someone had taken a little time to discover and break that habit somewhere along the line, it would have helped. By the time she came to my class it was too late.

When I realized her problem, I immediately moved her to a blank keyboard machine. She was utterly lost. We had to go back to the beginning and do keyboard drills. The habit was so ingrained that she could not adjust. Her speed was so far below that of the rest of the class that her self-confidence was shattered. She dropped the course—because she had not been properly taught a full year earlier.

Another day of crisis for beginning typists comes with the announcement that papers will be picked up and scored for errors. The student must make a good grade, he must limit the number of errors—and so he doesn't stop to think about technique. He looks at the keyboard; he loses

(Continued on page 9)



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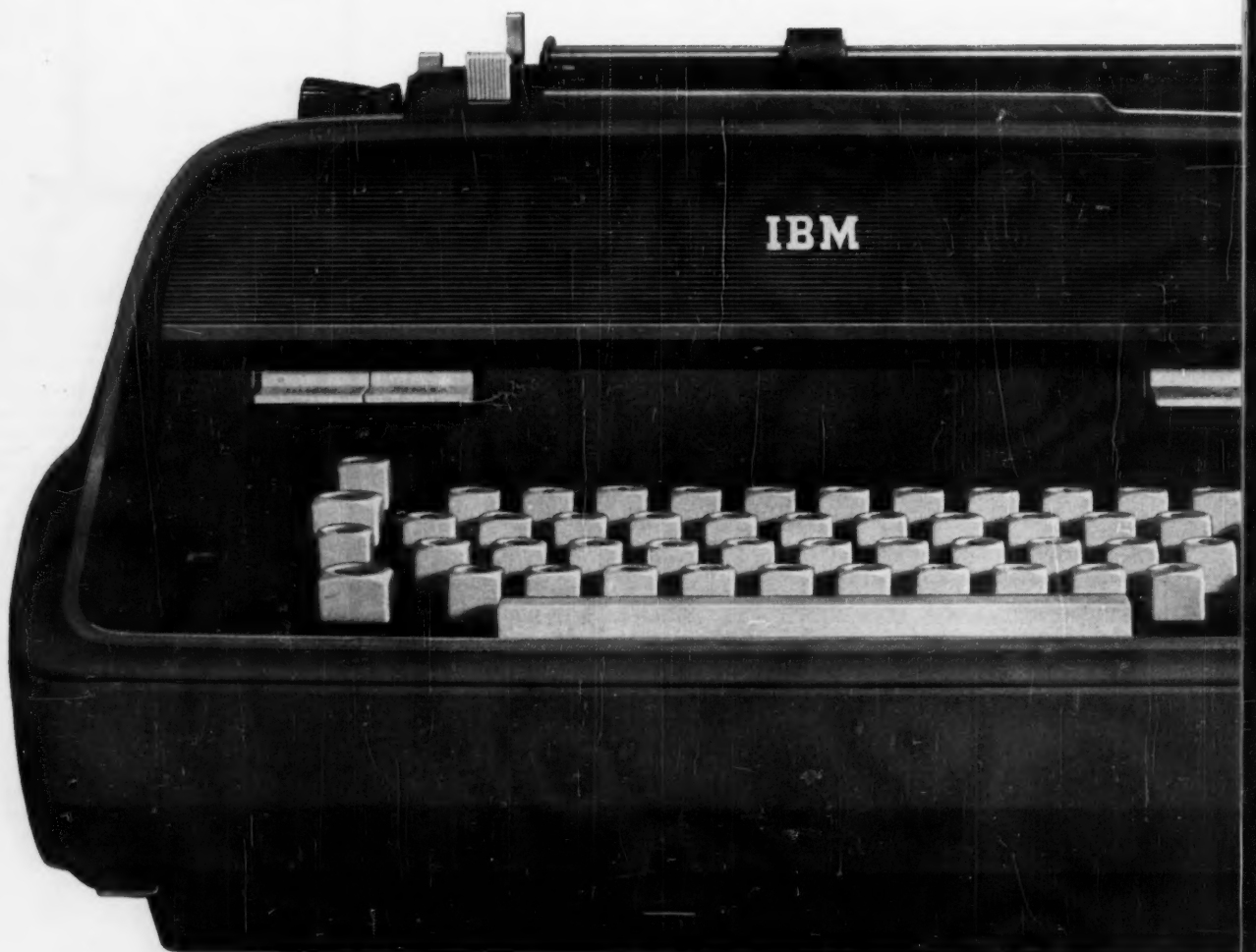
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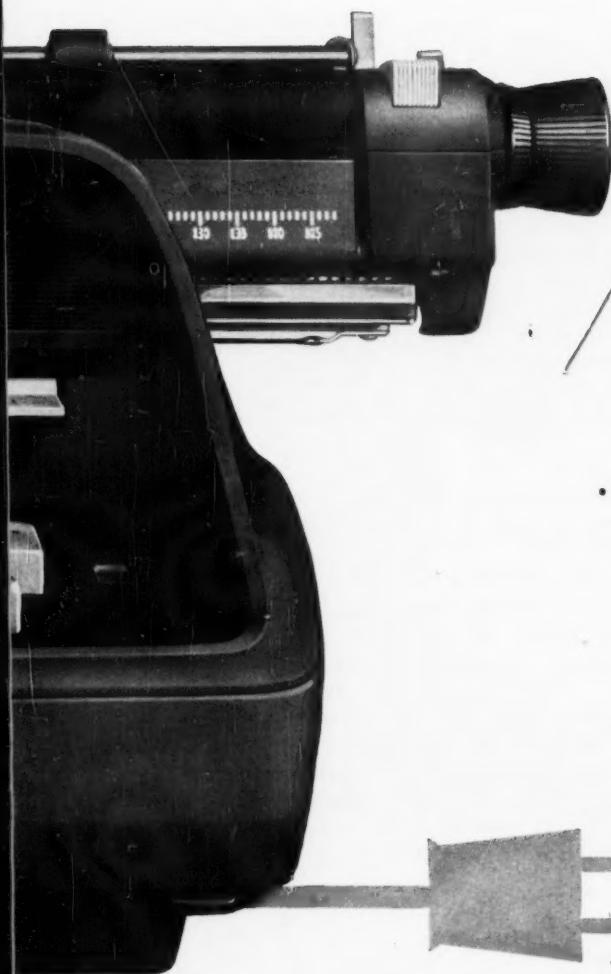
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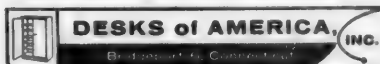
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TYPING CRISIS

(Continued from page 5)

his rhythm; he makes an error, yanks the paper out of the machine, starts again only to repeat the same error. If the student were told that he will, of course, make mistakes, that the grading scale allows for this, but that he must maintain good techniques, there would be fewer problems.

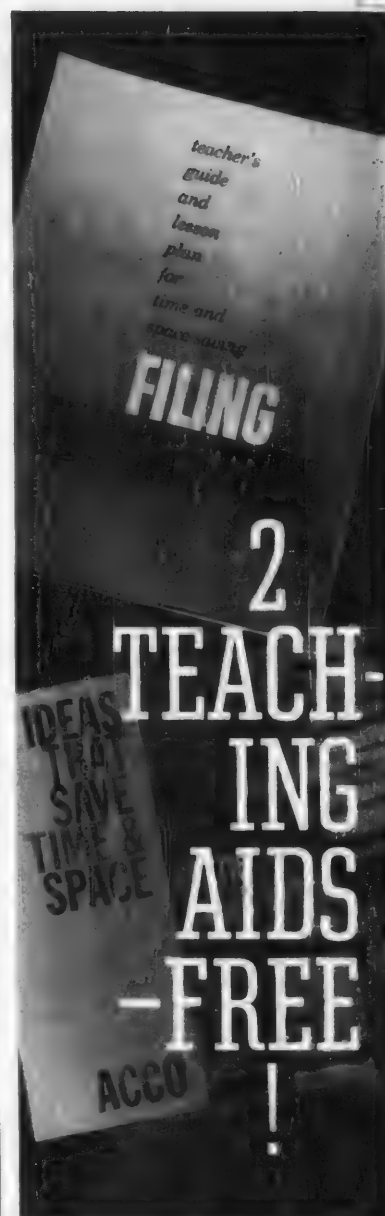
In beginning typing classes it is not so much what, but how—how a student types the paper is as important as what appears on it. We can't afford to sit at the desk and check papers while these beginners are practicing. They need supervision.

When the students progress to the point where they are no longer copying material exactly as it appears in the text, they face another crisis in beginning typing. Now the student must have a mental picture of how the material will appear on the page; never before have margin settings seemed so important, and tabulator and other machine manipulation so elusive. Attention is now divided—the student cannot concentrate on copy alone. This is another time when technique can easily break down.

Don't introduce too many new problems at once. If you begin with letters, let the class get enough practice before you go on to outlines or something else. Be sure they are confident of their ability to handle one problem before you go on to another. Otherwise they are likely to become hopelessly lost.

There are days of crisis in every beginning typing class, and we cannot be expected to solve them all for every student—no one can. But with a little foresight on the part of the teacher those that are not avoided can be detected early and corrective measures started at once. A skill course offers so many opportunities for crisis-solving that we can't afford not to try. We must teach students that their reactions to these early crises will determine success or failure—they will become either typists or failures.

The enthusiasm of the teacher is motivation enough for most students to meet these challenges successfully, but a few students will need special supervision and help. Principles and rules are of first importance in typing; and so long as typing principles are maintained, days of crisis will be successfully met.



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Text of EBTA Resolution on Unification Proposal

EDITOR'S NOTE: At its annual convention last March, the Eastern Business Teachers Association adopted a resolution formulated by its unification committee after studying the report made public last fall by the Joint Committee on the Development of National Unity in Business Education (see BEW, Nov. '58, p. 49). The EBTA committee found fault with the Joint Committee's proposal on several counts (see BEW, May '59, p. 42). The EBTA committee's main charge was that the proposal threatened the autonomy of the regional associations—in particular the autonomy of EBTA, which had had no representative on the Joint Committee. Another of its charges was that implementation of the proposal would result in rising costs of membership and of publications.

The complete text of the resolution follows. Extra copies (along with an introductory statement of the reasons for its formulation) may be obtained without charge from Miss Mary Connelly, Boston University, 685 Commonwealth Avenue, Boston 15, Massachusetts.

A. That the Eastern Business Teachers Association membership adopt the report of the Joint Committee on Development of National Unity in Business Education as reported to the Eastern Business Teachers Association Executive Board at its regular October 1958 meeting with the following modifications:

1. The name of the central organization shall be the National Council for Business Education to indicate the basic function of the central organization and to indicate that the residual membership lies in the regional associations.
2. There shall be one representative from each regional association for each two thousand members or fraction thereof.
3. The representatives shall be nominated and elected by each regional association in a manner prescribed by its constitution.
4. The president, vice-president, and treasurer of the National Council shall be chosen from the duly elected

and voting members of its executive board. The president of the National Council and the chairman of its executive board shall be chosen by rotation from among the presidents of the five regional associations. The vice-president and treasurer shall be from different regional associations.

5. The Executive Director, the President of the International Division who is also president of the American Chapter of the Society of Business Education, the President of the Administrators Division, and the President of the Research Foundation shall serve as ex-officio members of the Executive Board of the National Council.
6. Ex-officio members of the Executive Board shall be nonvoting members.
7. Regular membership shall be secured by the regional associations (see item 8 for the allocation of funds). The professional membership available above the regular membership shall be secured by the central office of the National Council for Business Education.
8. The dues of regular members shall be \$6.00. Two dollars shall go to the national office and \$4.00 shall be retained by the regional association. It is assumed that about 50% of the sum retained by the regional association will be allocated to the Joint Publication Commission. Student dues shall be \$3.00 and \$.50 of this sum shall go to the national office. It is assumed that about \$2.00 of the \$2.50 retained by the regional association shall be allocated to the Joint Publication Commission.
9. A sub-committee of the Executive Board of the National Council shall be appointed to serve as the finance committee and shall be comprised of one delegate from each of the regional associations. If there are two or more delegates from a regional association, the finance committee member shall be chosen by the Executive Board of the regional association.
10. The finance committee shall make an annual audit of the books of the National Council for Business Education.
11. There shall be not more than two planned meetings of the National Council a year. The place of the meetings shall be rotated regionally so as to equalize the cost as far as possible among the regional asso-

(Continued on page 13)



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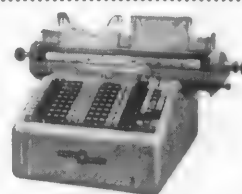
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(Continued from page 10)

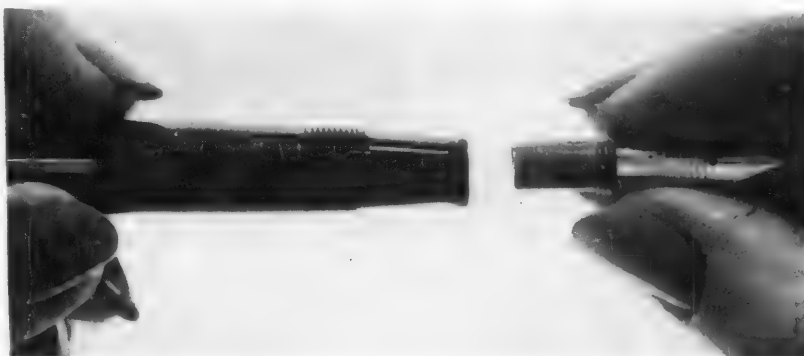
- ciations. Additional meetings shall be held only with the approval of the executive board of three-fifths of the regional associations.
12. The regional associations will pay the cost of attendance at executive board meetings of the National Council for their president and delegate(s); NABTE will pay the travel expenses of its president. The non-voting representatives of ISBE, the Administrators Division, and the Research Foundation shall have their expenses paid by the National Council from the income from dues of professional members.
 13. The *Forum* shall be combined with the *American Business Education Quarterly* and that publication shall be called *American Business Education Forum*. It shall be published four times a year by the Joint Publication Commission thereby relieving the central office of a major expense and interference in carrying out its function of serving as a spokesman for business education.
 14. The *National Business Education Quarterly* and all other special publications of this type shall be produced by the central office to be distributed to professional members and be paid for by the professional members.
 15. The direction of the FBLA shall be in the hands of the central office as at present.
 16. The establishment of a unified program shall take place as rapidly as possible but not until after the regional associations have had time to submit the proposals to a full membership vote of the respective associations for approval. The new proposals shall go into effect when they have been approved by the present National Council for Business Education and by the members of the five regional associations.
 17. The Eastern Business Teachers Association reserves the right to withdraw from the unified national association by majority vote of its Executive Board and/or its membership.
- B. That each regional association appoint two members to an implementing committee and that these members shall be charged with the unanimous interpretation and approval of all proposed modifications. One of the members shall be the person who is now serving on the Joint Committee on the Development of National Unity in Business Education.
- C. That the two EBTA representatives in the New National Unity Implementation Committee are charged with presenting the proposed modifications as set forth in this motion to the entire committee.
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THE BUSINESS TEACHER'S

Problem Clinic

WITH THIS ISSUE, our Problem Clinic marks the beginning of its fourth year. Frankly, things aren't going too well. For the first two years of its existence, this department maintained a good pace; during the last school year, however, the pace slowed to a crawl.

Now, it's possible, of course, that business teachers no longer have problems worth mentioning in print. But you don't believe that any more than we do. What's happened, for instance, to the principal with an appalling ignorance of the problems of the business-education department? Is he extinct? Hardly. He may still be stalking your own halls. Maybe you gave up trying to "educate" him a long time ago. But how can you be sure he's unique? Isn't it possible that another *BEW* reader has butted up against the same kind of stone wall, has found ways to chip away at it, and will share his secrets?

Some teachers who won't hesitate for a second to bend a friend's ear with their problems in a private conversation seem to feel that setting down the same problems in black and white is somehow a confession of weakness. Whether this attitude is justified or not, we're convinced that every *BEW* reader is a potential friend of every other *BEW* reader, and there's no reason why friends can't let their hair down when they get together.

As editors, we could easily say: If *BEW*'s readers don't want to support the Problem Clinic, we'll just forget about it and drop the whole thing. But there's more to it than that. We know that several of our readers have solved problems as a direct result of suggestions offered in these columns, and that others have achieved at least partial solutions by the same means. And we're sure that the same thing can happen again and again—if you'll participate.

Finally, we'll remind you of the financial incentives: \$10 for the best problem submitted to us by May 1, 1960, and \$5 for the second best;

\$25 for the best solution, and \$15 for the second best. The address: Problem Clinic, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, N. Y.

We do have one problem for you office-machines teachers:

This problem in machine scheduling bothered me for some weeks until a sharp student came up with one workable solution; can anyone think of a better one?

A typewriter classroom has a capacity of 26 students. Of the 26 machines, four are model A, four are model B, nine are model C, and nine are model D. With a full class, what schedule should be adopted to give each student *maximum consecutive* experience on each of the four models?

SUGGESTED SOLUTION

Schedule Showing Number of Weeks on Each Machine In Order of Use

Students	Weeks on Each Machine
1, 2, 3, 4	A, 3; B, 3; D, 6; C, 6
5, 6, 7, 8	B, 3; A, 3; D, 6; C, 6
9, 10, 11, 12	C, 6; A, 3; B, 3; D, 6
13, 14, 15, 16	C, 6; B, 3; A, 3; D, 6
17, 18, 19, 20	D, 6; C, 6; A, 3; B, 3
21, 22, 23, 24	D, 6; C, 6; B, 3; A, 3
25	C, 9 (assign any A or the second B vacated by absence); D, 9 (assign the second A, or any B vacated by absence)
26	D, 9 (assign any B or the second A vacated by absence); C, 9 (assign the second B or any A vacated by absence)

Note: If students 25 and 26 do not get enough time on the A's and B's, short all or some of the students to 14 days each on the A's and B's. If each other student got only 14 days on an A, and 14 days on a B, students 25 and 26 would get 12 days on each machine. During the 3rd, 4th, 9th, 10th, 15th, and 16th weeks, students 25 and 26 could spend four days, one using each of the four A's, and the other using each of the four B's, until their access to these machines was equal to that of the other students.

ENOCH J. HAGA
Vacaville, Calif.

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STUDENT-CENTERED ACTIVITIES IN GENERAL BUSINESS

A Three-Part Series

**Informal Oral Reports, Demonstrations, Skits,
Panel Discussions, "Fill-in-Blanks," Committee Activities, Contests**

GERALD W. MAXWELL, San Jose (Calif.) State College

WHAT IS ESSENTIAL to learning in general business?

If our students are to acquire information, skill, and desirable attitudes in general business, they should have available to them a textbook, related text material, current literature, and a wealth of teaching aids.

They should also have a teacher who can explain principles, relate experiences, tell stories, give directions, present and drill on skill materials, ask and answer questions, clarify abstract concepts, lead discussions, administer quizzes, motivate, and generally guide the students through the various units.

But also essential is a third ingredient: student-centered activities. Students should strengthen associations gained from reading and working with the teacher by participating in skits, going on field trips, demonstrating, making oral contributions, preparing bulletin boards, posters, and other displays, writing reports, taking part in panel discussions, developing scrapbooks, leading discussions, working on individual and committee projects, engaging in debates, collecting things, entering contests, or engaging in a number of additional activities in which the emphasis is on student participation.

This series of articles will discuss and present specific suggestions for

PART ONE

this third ingredient: student-centered activities. Seven types of activities will be considered within the framework of this classification:

- A. Activities which involve individual students
 - 1. Informal oral contributions
 - 2. Student demonstrations
- B. Activities which involve groups
 - 1. Skits
 - 2. Panel discussions
- C. Activities which involve the entire class
 - 1. "Fill-in-blanks-together"
 - 2. Committee activities
 - 3. Contests

Seven Principles

Before we begin discussing the student-centered activities individually, let us examine six principles which relate to all activities in general business:

- 1. Reading references, teacher, and student should be utilized in proper proportion. Sheer boredom and drudgery may result if instruction is limited solely to use of the textbook. Permanence of learning and depth of understanding may be sacrificed if the activity is dominated by the teacher. Likewise, lack of purpose and direction may result if

students engage in activity just for activity's sake. Skillful teaching of general business requires proper mixture of all three ingredients—reading references, teacher, and student.

2. Each activity should be goal-directed. First, you establish the goals and objectives of the entire course and each unit. Second, in accordance with these goals and objectives, you select the most appropriate subject matter. Not until these two steps have been completed should the third step be undertaken, that of determining the best *means* for the students to learn. For example, it is folly to have a skit just to have a skit. A skit should be chosen because it is the best activity which makes clear a concept that is in accordance with previously established goals.

3. Activities should vary within the class period and from day to day. It is a fatal mistake to use an activity over and over just because it was received enthusiastically the first time.

4. Activities should be chosen with an eye toward feasibility and practicality for both teacher and student. A contest that requires hours of preparation for the teacher or a student demonstration that involves excessive expense would certainly be ruled out. (Continued on next page)

GENERAL BUSINESS ACTIVITIES (continued)

Three additional points relate indirectly to student-centered activities:

5. The goals, the subject matter, and the activities in general business should be built around units of related instruction rather than around day-to-day topics. Students should be able to see each individual activity in relation to the goals and content of the entire unit. For example, a committee investigating the routes taken by a check after it is cashed should understand how their study relates to the entire unit on banking services.

6. Student-centered activities are an excellent means of solving problems in the area of personal business and economic information. It has long been recognized that the course takes on excitement and realism when the students solve problems that have specific meaning and application for them. This is because with problems to be solved, there is a reason for getting facts.

7. The use of student activities does not obviate the necessity for the teacher knowing his subject. The success of the teacher in guiding his students through activities which result in real learning depends to a large extent upon the teacher's knowledge of the subject.

Individual Student Activities

Many occasions call for the use of activities which single out individual students. You may wish to give extra credit assignments to your brighter students. You may use individual activities as a means of squeezing in a few extra points for the fellow who isn't quite making the grade he would like. Or perhaps such activities will be suitable for makeup work by those who have been absent.

Generalizations and specific suggestions are presented for two types of individual activities:

INFORMAL ORAL CONTRIBUTIONS. Notice the word "contribution" is used—"report" sounds too formal. It is possible to have two kinds of oral contributions: the formal and the informal. When the formal type is used, the student prepares a topic, stands before the class, and presents it. This has some merit, of course; perhaps more of this is needed. However, it is painful for most students, it tends to be artificial and academic, and it ordinarily does not increase

students' liking for the course.

With the informal oral contribution, the student stays at his desk and gives the information. Some teachers may permit the student to stay seated; others will require him to stand.

The informal oral contribution may take several forms. It can be spontaneous, class assigned, or individually assigned.

Let's assume you want an informal oral contribution from those who own or know something about owning a used car—for example, how to obtain the car, the auto license, the driver's license, and the insurance.

Spontaneous. During class discussion, call on John who bought a used car (or whose elder brother did).

Class assigned. Tuesday ask the class to be prepared Wednesday to tell how to obtain the licenses and insurance. On Wednesday, call on one or more of the students.

Individually assigned. On Tuesday, give Mary the assignment of being prepared to discuss this subject. On Wednesday, have her give her informal oral contribution.

Informal oral contributions can have real value if stress is placed on topics which relate to your students' experiences. Through these contributions, you can demonstrate that general business is not just "textbook stuff" or "teacher stuff"—it is real and meaningful.

One caution: Be careful about asking for information concerning finances that is too personal or that might embarrass a local business.

Here's a list of some specific informal oral contributions that are applicable for use in general business. This list is meant to suggest ideas, not to be comprehensive.

1. Duties I performed when I worked at —.
2. How I shopped around when I bought my car.
3. Some of the business problems of my father who is manager of the — department at the — business.
4. All the things they deducted from my pay check when I worked at —.
5. The preparations my family made for a trip to —.
6. The best advertisement I ever saw (and why).

7. The most misleading national advertisement I ever saw (and why).
8. How I saw competition in action when I worked part time at the — business.
9. How I (or my father) bought a share of stock.
10. What I did about a check I mailed to the — business when they wrote that they didn't receive it.
11. What I keep in my family's safe deposit box at the bank.
12. My most embarrassing experience in cashing a check.
13. How the junior class purchased travelers' checks for their class trip.
14. How I bought my — on the installment plan.
15. My airplane trip to —.
16. All the services we used when we stayed at the — hotel.
17. All the services we used when we stayed at the — motel.
18. The best buy I ever made.
19. The time my family collected on a health insurance policy. (No details concerning the illness or any operations, please!)
20. Some wise (or foolish) habits of customers I observed when I worked as a clerk at the — store.
21. A fraudulent experience someone I know had.
22. How I (or my father) collected on auto insurance.
23. How I (or my father) opened a charge account at — department store.
24. Some kinds of insurance policies my father has.
25. Cases I know of where insurance really came in handy.
26. Cases I know where there was a huge financial loss which was not insured.
27. How I bought accident insurance from a vending machine before an airplane trip.
28. The farthest long distance telephone call I ever made.
29. The letter I wrote inquiring about — and the answer I received.
30. The time I received a COD package.
31. The trip we took which was planned by a travel agent.
32. The cross-country move our family made.
33. Tips I received (and didn't) when I was a — (bellhop, waitress, etc.).
34. The trouble I had meeting someone when I arrived at the wrong train depot in —.

(Continued on page 36)

Shorthand Is Not for "Sissies"!



HOW TO ATTRACT BOYS TO SHORTHAND COURSES

FRANCOIS PASQUALINI

A LOT OF young men are missing the career boat these days, just because they listen to sarcastic friends who tell them, "Shorthand is for sissies."

The best way to counteract this negative trend is to tell the boys about "he-men" who achieved success through shorthand. If you have trouble finding examples of this kind, perhaps my own story could be of help.

You would hardly call me a "sissy." I grew up in one of the toughest neighborhoods in the world—the waterfront section of Marseilles, France, the famous "Port of Seven Seas." The people in that section were so tough that, during the German occupation, the Wehrmacht evacuated

them all and blew up the whole district in retaliation for the killing of numerous Nazi soldiers in the dark alleys.

I started earning a living by working as a coal trimmer on a big ship—the closest thing to hell this side of death. The men I worked with were anything but effeminate, and I had to knock one of them out in a bare-fisted fight in order to establish a good reputation for myself among the group. So you see, I am not exactly a "sissy." And yet I owe my present success as a free-lance writer to the fact that I learned shorthand. Here's how it happened.

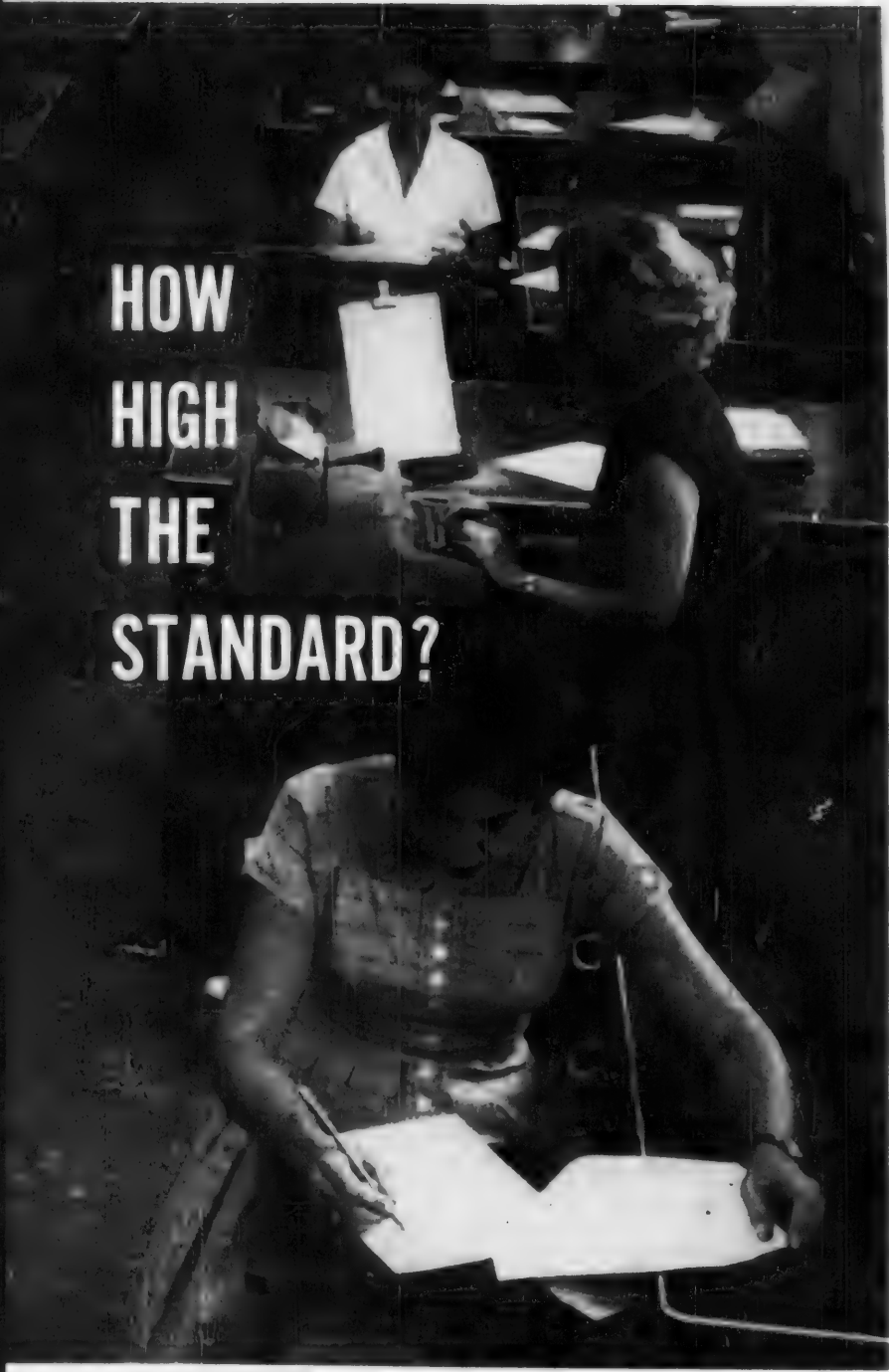
I soon realized that I had thrown myself into a dead-end occupation. My father, after toiling away for thirty years at similar jobs, had been promoted to oiler in the engine room,

a small reward indeed for a life of such darkness, sweat, and slavery.

As a boy, I had read most of Jack London's books. One that I hadn't read was *Martin Eden*, which was not labeled "Adventure." Now, having had my share of adventure I suddenly remembered that book. I bought it and read it; and it turned out to be the most influential factor in reshaping the course of my entire life.

If *Martin Eden*, alias Jack London, had been able to rise from the obscurity and misery of a nomadic sailor boy to the glory and wealth of a best-selling author, why couldn't I get out of my own rut and strive for the same goal? As a matter of fact, right then I had far better literary equipment to start with than *Martin Eden* possessed when he entered the writing

(Continued on page 38)



HOW HIGH THE STANDARD?

JOHN J. GRESS

Cedar Crest College, Allentown, Pa

For competent graduates,

IN ORDER for our students to work in offices, they must conform to certain standards of performance. This is a point often overlooked in business classes, particularly in the early stages. Many teachers feel that work on standards should begin in advanced classes or in the transcription period. Others favor applications in secretarial practice. But enforcing standards only in certain courses and at certain levels cannot make them the basic part of the students' later work and attitudes that they must be.

The most effective plan is to put your cards on the table the first day you meet each new class. It does not necessarily follow that students will be frightened by being told that they must type so many words a minute, take dictation at a certain speed, and transcribe accurately at a given rate by the end of the term.

It is important to establish desirable business-like habits as early as possible. Attention to details, neatness, ability to follow directions, seeing a job through to the end, being able to get along with others, developing tact and courtesy—these and many other standards are all too often overlooked in many classrooms, particularly in the early days when we first meet our beginning business students.

The student who fails to turn in his daily assignment must be made to realize that he is violating one of the basic standards of a business office—that of accepting a responsibility and seeing it through. And it is not enough just to complete the assignment; the care with which it is done is at least as important as finishing the job.

Here again our students must learn the meaning of on-the-job standards as they relate to the mailable letter, the typing of a contract, and the accuracy of an invoice or a statistical report.

Such yardsticks apply to all business subjects—although most articles on

BUSINESS EDUCATION WORLD

set standards early, set them high, review them frequently, and demand that they be met

standards give the impression that such factors apply only to shorthand, typing, and related secretarial subjects.

In the course of my teaching career I have taught just about every business subject in the high school curriculum; I am now teaching my ninth different business subject on the college level. Whatever the course, business English, mathematics, law, accounting, office practice, organization and management, or the entire secretarial sequence, I have found it best to set my standards early, set them high, review them frequently, and—most important—demand that these standards be met at all times.

As a former court reporter, I learned long ago (the hard way) the legal implications of a missing or inserted comma or the addition or omission of a single letter of the alphabet—let alone a whole word. Accuracy is first in my list of standards for my current law classes—and this has given my students a more meaningful interpretation of the principles of law governing our society and the business world.

The subject of business English is tailor-made for the application of business standards. Practically every shorthand, typing, and transcription standard can be applied in this area. Needless to say, the letter should be perfectly typed to conform with business standards. More important, that letter must be a top salesman and show the standards of friendliness, courtesy, and the desire to be of service to a customer. An effective letter must meet the highest literary and advertising standards; it is the writer's calling card.

While the business letters of my students are typed according to the standards of form and accuracy, these business students are also required to devote some time to the improvement of that almost lost art—legible handwriting. An office employee must often use longhand, and

it has to meet a simple standard—that of being readable to others.

A course in business mathematics can be geared to give the students an awareness of the importance of standards of neatness, sharp figures, accuracy in preparing invoices, itemizing, totalling, footing, and entering amounts, aside from the application of basic mathematics to the solution of a problem.

The value and application of standards are well known in the field of accounting. But a recent accounting forum brought out an interesting point. The group included certified public accountants, representatives of business, college instructors, and students. While consideration was given to standards applied to various phases of accounting, income tax, systems, legal requirements, and auditing, some of the participants indicated that a junior accountant (and senior workers as well) should realize that there are standards of spelling, communication, letter writing, and preparing of reports that must also be included in the accounting picture.

Office Practice and Machines

What about the area of office practice and machines? The standard here should be set in terms of a problem being totalled correctly the first time. One sheet of paper and one envelope per letter is par for the course. How many copies should a student experiment with before he prepares the finished master for the spirit duplicator?

My seniors were startled recently when I put them on a time-production-standard type of test. It was based on a one-trial-only, limited-time approach to compare each student's work with office standards.

Students and teachers should be more aware that business doesn't always give an employee a second chance—that special report, meeting agenda, or letter must meet the deadline, whether it is the first thing in the morning or the five o'clock

mail. After all, given enough time, paper, materials, and trials, any worker could eventually turn out a mailable letter, a perfectly typed column of figures, or the solution to an interest or discount problem.

Let's not forget the application of standards to the members of a methods class in business education. I will long remember the reaction of my seniors when they were told that minimum standards were 70 to 80 net words a minute in typing, 140 wpm on new dictation material, and a transcription rate of about two-thirds of their typing speed. The arguments were long and loud; but the standards were set—they were reached through many hours of practice, study, and application.

My first year typing classes averaged sixty net words a minute. Yes, the standard was high, but the results justified it. Students now in on-the-job training in offices have come to appreciate that they are more than able to comply with business standards. They have reported that they can now type through a working day at a speed of from sixty to seventy words a minute and take dictation at a hundred plus words a minute with ease. More important, they are not overly fatigued at the end of a typical working day. Believe it or not, a panel discussion of these office workers concluded that the business standards were not nearly so exacting as those they had experienced in the classroom.

How high the standard? You be the judge. Set your own standards, but set them high. Demand them: apply them. In any event, be fair, be sure of your ground, and convince your students that the end result will more than justify the effort. Students will admire and respect you for your standards, later, if not at the moment. And more important, the businessman will have less cause for criticism and will be able to laud the capable, well-trained, ready-for-the-job business students.

MEMO

To: Business English Teacher
From: Your Principal

When you get time, please drop a memorandum to Mr. Brown and ask him to determine the standard hours earned for his shop classes. Compute the realization factor and make sure a 16 2/3 allowance is included.

DOES THIS MEMO make sense to you? Would you know what to do if you received such an assignment?

Your answer is probably "No" to both questions—and rightly so. The principal's memo deals with work measurement, a topic rather remote from the normal high school curriculum, and most teachers are not familiar enough with the material to discuss it. It's unfair to make such a request, you may say; and again you are right. Yet, chances are that many of the letter-writing projects you assign in your own classes make just about as much sense to some of your students.

Too often the standard text assignments, written to apply to the entire nation, are too remote in nature, because of either subject matter or geographic location, to hold much meaning when brought into individual classrooms. The very thought of writing a letter is enough to frighten many students; and when, in addition, the subject matter leaves them cold, it's no wonder that the final results leave much to be desired. After all, the reason a letter is written is to convey a message. No wonder Johnny and Susie can't write, if they haven't the slightest idea what they're supposed to say.

A teacher can, of course, make excuses if a class fails to live up to performance expectations:

"The text isn't suited for our school."

"I don't get the right caliber of students in my commercial classes."

Any number of others could be used, and all of them might be true. But let's look at the other side of

the picture. Can a business-correspondence class be meaningful in spite of adverse conditions? I say it can.

Whether for personal use or for development of a skill to use in future employment, we study business correspondence in order to learn how to write a letter properly. Letter-writing includes both mechanics and composition; neither can be neglected. Occasionally a teacher, forgetting the importance of the more basic mechanics, will concentrate on the latter, then become perplexed and discouraged when success does not result.

Business-letter writing is a progressive learning experience and should be approached as such. Students must learn to wade before they try to swim. An approach to letter writing should be based on this same philosophy. Fortunately, such an approach can be easily adapted to any class situation if a few fundamentals are observed.

The ability to type is a must for all students who enroll in a business-correspondence class. No one need be a speed demon, but accuracy is imperative. If the ability to type, proofread, and make corrections is lacking, no student can expect to achieve any degree of success in writing letters. Another point to chalk up in favor of making typing a prerequisite is that, at the very least, all students will have been exposed to the proper form of a business letter, since they have spent a semester or more working with a typing text.

Don't expect much more than this, however. After all, a large percent of typing students are only copying text material while striving to perfect

a skill. A student can develop typing skill and still retain very little of what was said about form in the writing assignments.

Actually, this situation is desirable. I see little sense in making students remember many different forms; it only confuses them. It's a good idea to stick to a basic, all-purpose style. Since we learn by repetition, the teacher can select one form and follow it until students use it as a matter of habit. I prefer the universally acceptable modified block.

The same reasoning should be applied to learning the letter parts: keep things as simple as possible. Teach only the standard parts; forget about the variations and exceptions for use on special occasions.

Chances are, you studied the many different special forms for specific occasions when you were in school. How often did you use them? Do you even remember what they are? For years I've been writing dozens of business letters each month, and I haven't yet had the opportunity to use many of the different versions I was required to memorize. Whenever the need arises for me to contact the President, my Congressman, a member of the nobility, or an important church official, I know that I can check the proper salutation and form in one of the many available secretarial guides. If you tell your students the same thing, you can then concentrate on making sure that they have the universally acceptable, good-on-any-occasion forms down pat.

It is a mistake to dwell on form, style, and letter parts at any great

Let students write letters
that will actually be mailed.
Making it personal will...

BRING BUSINESS LETTER WRITING TO LIFE

J. A. MARTIN
Greenville (S.C.) High School

length. In the early stages, spending too much time on these fundamentals, without putting meat on the bones, is likely to sound the death knell for your plans to bring the study of business-letter writing to life.

Don't get me wrong. Fundamentals are important—in fact, so important that they must be repeated through use until they are mastered, by rote memorization if nothing else. But

don't let it be evident that this is what you are doing; merely make sure that the same procedure is followed each time a letter is prepared, and this phase of the learning game will be mastered. "Conditioned reflexes," some may call it. Frankly, I don't care how some of the students acquire their knowledge of proper usages, as long as they learn.

Some school work is done merely

because it is part of an assignment; other tasks are performed enthusiastically because they are "important." Do you ever wish you could get students to put as much effort into completing a lesson as they do into memorizing a cheer or decorating for a dance?

You can implant this highly desirable feeling of importance that goes hand in hand with doing work that

really "counts"—if you put your class to work preparing letters that will actually be mailed. Assign letters with a purpose. Your own business letters, those of another teacher, or those relating to matters of school business fall into this category. Please note that I said *preparing*, not composing, letters. It's better to compose them yourself at this stage.

Select a situation that calls for a letter to be written ordering supplies, sending for a motion picture, requesting information—any situation that is familiar to your students or that they can easily understand will be suitable. Point out that only one letter will be mailed, but that it must be correct in every respect.

Write the letter yourself beforehand, then read it slowly to your students, asking them to copy it down in longhand (or in shorthand, if they can) and make sure the terminology is correct. Explain the importance of producing error-free work and emphasize that a businessman cannot afford to send out a letter containing a single mistake. Repeat your dictation as often as necessary to insure that everyone has the proper wording, then instruct students to prepare a properly typed version. Use letter-head-quality stationery to drive home the importance of the work.

After you collect the finished letters, check each one carefully. Red line each error and, if necessary, make marginal notes to help explain corrections. When you return the letters, tell students to look for your notations. Be sure to give credit to any students who have submitted perfect assignments.

Give ample (but not false) praise to those who deserve it. From the perfect letters submitted, select one to be mailed and let the student who prepared it complete the project by addressing and mailing the envelope. These seemingly minor tasks add to the air of importance. Whenever possible, select letters of different students for mailing.

You may feel that a class needs a second or third chance to "get its feet wet." If so, dictate more letters. However, before long you should assign letter-grades to their efforts. Here is an excellent opportunity to put the "Profit by your own mistakes" theory into practice.

Since only perfect letters can be mailed, only perfect letters—those with no mistakes on the first writing

—can rate an A. Note the phrase "the first writing." This is a key factor in grading this type of project. Not only should students learn by their mistakes, but they should have a chance to correct them. I grade a letter according to the following scale the first time it is submitted:

No mistakes	A
One mistake	C
More than one mistake	D

Pretty drastic? Well, what grade would you give to a letter that couldn't be mailed? One point to remember is that a D can be changed to a C if a letter is resubmitted in perfect form, and I set no limit on the number of times an assignment can be done over. Students seem to like this grading method and consider it fair.

Semester grades are easy to determine. With the A's, C's, and D's already recorded, it is merely a process of averaging to get the over-all grade.

By varying the types of letters you ask your class to prepare, you can show them the proper method of meeting many different situations calling for a business letter, without actually using the "Today we are going to study how to write a ——— letter" approach. In teaching beginning letter writers, it is more important to stress the proper form than to deal with specific cases; even so, your students will unconsciously pick up a little know-how on the various types. You can include such examples as orders, acknowledgments, follow-ups, payments, and collection letters in your assignments.

It's advisable to give a little background information in order to make clear why each letter must be written. You'll be surprised at how much students retain when they know the reason why a letter is being written and are aware that they are "playing for keeps."

As work proceeds and students become engrossed in the projects you assign, they actually are unaware of the progress they are making toward mastery of the mechanics. With attention focused on specific problems, proper form and style become a matter of habit, and your first step in the over-all approach to business correspondence is safely taken.

Make sure that the letters you compose adhere to the principles you want your students to learn. See that they are Correct, Courteous, Concise,

and any other "C's" you want to stress.

After awhile, the preparation stage will be completed, and you will want to dig deeper into the study of what makes a good business letter. Here you must emphasize the things that make a letter's content correct—the elements that students must include in the letters they compose.

Explain what to look for and how to compose; then start the class learning by doing as soon as possible. Here's a good opportunity to individualize your instruction; if you concentrate on the individual mistakes of each student, you won't waste a lot of time showing students how to correct mistakes they weren't making in the first place.

Ready for Launching

"Gee, I can do it when you tell me what to write—but, gosh, I just don't know what to put down by myself."

You'll probably hear remarks like this when you first tell the students that you want them to write a letter on their own. You can do a lot to dispel this lack of confidence if you use a pre-writing check sheet. The sheet I use really splits into two phases, with five questions to each phase. I begin by requiring each student to answer the first four questions:

1. What is the exact name and address of the person you wish to receive your letter?
2. Why are you writing this letter?
3. What do you wish the receiver to do?
4. What information does he need in order to do this? Have you given him all of it?

If these questions are answered fully, the student will be started in the right direction and will be ready to compose. After checking the answers, instruct each student to write the required letter, doing the best he can on his own. Give ample time for preparation; "think wheels" move in low gear during this process.

Be prepared for students who will come to you for help in composition. Many will try to use the "Will you check this to see if it's okay?" means of getting their letters written. The error will be obvious, but they will try to get you to tell them what should be said. Unless you're careful,

(Continued on page 45)

MY FRIEND Mrs. Pearson said, "I have a job for your office-practice class."

"What is it?" I asked. (Occasionally we do outside work. I ask each student to spend five hours working for me in addition to the regular assignments, and sometimes I am hard put to find suitable material.)

Mrs. Pearson had a play program that she wanted duplicated. You know the type: Fold a standard sheet of paper horizontally and you have four sides to fill with the title page, the names of the cast, and acknowledgments for properties. She wanted 200 copies run off on the spirit duplicator.

Apparently we had plenty of time, since this was Tuesday, and Mrs. Pearson did not need the programs until Saturday. But my student helper could not work it into her schedule until Thursday. Although I told her how to center the material on the Ditto carbon, she did the job incorrectly.

"Why didn't you follow the marks I put on the page for centering?" I asked, trying to keep the annoyance out of my voice.

"I don't know—I guess I thought the way I did it would be easier," she replied.

So she retyped it, and, since she was not free to run off the copies on Friday afternoon, I found that *again* I was stuck with finishing an outside-of-class project. I allowed an hour on Saturday morning for running off the 200 copies, printed on both sides. I gave each carbon a fast proofreading, changing "rehersal" to "rehearsal." My annoyance and frustration grew as the balky machine stretched a half-hour job to an hour.

As I placed the finished programs on Mrs. Pearson's desk, I glanced at a line: "Mr. John Pearson—Director."

I knew very well that Mr. Pearson had had nothing to do with that play. Why hadn't my student proofread for sense? Why hadn't *I*? Two hundred copies! And no time to do them over.

On a sheet of notepaper I wrote, "Sorry your husband gets the credit for directing the play," left the note with the programs, and hurried to my next appointment.

I hope she takes it well, I thought. I hope she says she doesn't care. After all, it's in the family.

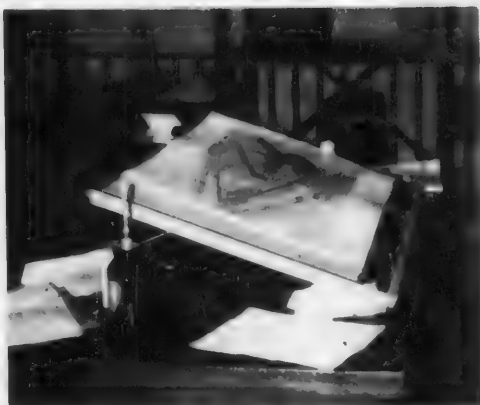
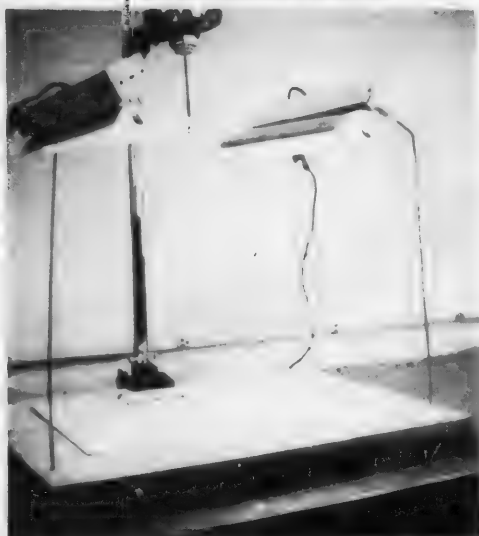
Mrs. Pearson reported later: "I was furious when I saw them, simply
(Continued on page 39)

"I Can't Send This Out!"



*If your future secretaries understand
the employer's point of view, they'll be on guard
for "the little errors that make you mad"*

RUTH UNRAU, Bethel College, North Newton, Kans.



A. J. KALBAUGH

Broome Technical Community College
Binghamton, N. Y.

Let Slides

NOWADAYS, when publicity is receiving more and more emphasis, we in the field of education often feel the need for a story-telling device that will explain our department or school a little better than casual word-of-mouth or the printed materials to be found in catalogues and bulletins. The ideal device is one that is dramatic and colorful, but which can be produced by the school without having to resort to professional help—help that is often beyond the reach of the budget.

A 35mm. slide story will do the trick surprisingly well. It is colorful and dramatic, it is not expensive, and it can be kept up to date easily. Best of all, with a few simple hints and some practice, an amateur photographer can produce the slide story.

Practically every family has a random collection of color slides; so the question "Would you like to see our slides?" often brings an indifferent, if not negative, response. Small wonder—unless some attempt is made to produce a little "show." Last year, *Popular Photography* published an article ("Make Your Slide Shows Smash Hits," Sept. '58) designed to help persons who desire to have a slide story of their summer trips. This is an excellent "how-to-do-it" article for schools, because the same technique can be applied to the problem of public relations in the school.

First of all, your slide story should have a theme, such as "A Trip through Our Department" or "A Visit to Our Campus." This approach usually evokes in the spectator's mind a pleasant image and puts him in a mood of pleasurable anticipation. An attractive title slide can be prepared either by taking a picture of the front of the school with its sign, or by having some artwork prepared, then photographed on the copy stand.

(While we're speaking of artwork, all sorts of clever breaks and subdivisions can be made in the story by using

BASIC EQUIPMENT for making slides is shown here. From top to bottom: (1) PROJECTOR, TAPE RECORDER, SCREEN SETUP. A rear-vision screen works best in lighted room. (2) COPY STAND. Necessary features: flat surface, such as drawing board or piece of plywood; even illumination; device to hold camera at measured heights. (3) ARTIST'S DRAWING BOARD. Useful in drawing titles. (4) BLACKBOARD. Can be used to make easy, inexpensive titles. Properly set, camera can be used on tripod without flash.

Tell Your Story

Here's an easy-to-make, inexpensive visual aid that has a hundred public-relations applications

carefully prepared poster materials. These may be actual three-dimensional devices, or paste-ups on cardboard—or they may simply be announcements, such as “The End,” neatly chalked on a blackboard and photographed for the slide.)

Needless to say, the slides should be arranged in a sequence that tends to carry out the story; and this requires some careful advance preparation. In connection with this sequence, the narrator's remarks may be recorded on a tape recorder to be played in conjunction with the showing. The trick in putting together these narratives is to see to it that what the announcer says involves points that are not apparent in the slides. He should provide background information and related facts about each picture, either in general terms or in terms of specific elements in the picture, rather than dwell on features that are obvious to all viewers.

The crowning masterpiece, of course, can be produced by recording a fitting musical background to be used as an accompaniment to the whole narrative. By a careful choice of “mood” music, changes in scene and topic, as well as mood, can be subtly brought out while the narrator's voice is telling the story. This can be done at home or in the school with an ordinary record player and tape recorder; the result may not be of professional quality, but it will be passable. (This topic, too, is covered in the *Popular Photography* slide-story article.)

Equipment

Those who have in mind producing a slide story in the school will find some discussion of the equipment useful.

- A 35mm. camera with flash gun is important. The type or make of camera will depend on the operator's skill with a particular instrument.

- Some sort of copy stand, on which posters and other flat materials can be placed and copied with the camera, should be provided, along with a reliable system of lighting. (The second photo to the left shows one that we made in our school; it works quite well.)

- An Embossograph or other device that permits neat lettering is useful, since it takes some skill to produce easily and accurately the necessary signs and letters.

- A 35mm. projector is required. It is not necessary that this machine be an automatic one, but the automatic feature is very useful. It is a good idea to arrange the slides in magazines to go with this projector; and it is

very important that the slides be encased in some type of slide binding in order to save wear and tear on the little cardboard mountings. Many makes and types of slide mountings are available from visual-aids suppliers. The important thing is to be sure the mounts are the correct type to be used with your projector.

- An ordinary monaural tape recorder will work reasonably well to handle the narrative.

- If music is to be added, a record player with a supply of long-playing records will be necessary or possibly another tape recorder with appropriate background music or sound effects. (Use a glass goblet struck with a plastic spoon to produce a gong sound as a signal for changing the slide.)

- As to the film medium employed, we found that color far exceeded black-and-white for effectiveness. However, it is somewhat more expensive; and a black-and-white slide story can be prepared by shooting the scenes and slides on 35mm. black-and-white film and transferring the negatives to Beseler Slide-o-Film. Interesting and inexpensive labels, directions, and titles can be prepared in black-and-white by this medium and, if desired, can be mixed with color slides. Many people find the contrast pleasant and effective.

How to Use the Slide Story

Once this visual aid has been prepared, hundreds of applications for it will present themselves.

- There should be at least one showing at an assembly program, so that the rest of the school can see it.

- It will be useful in the orientation of new students to the department.

- We have found the slide film useful in explaining the work to prospective students, guidance groups, and student assembly groups in other schools.

- Often groups of visitors will come to a school and request information about the program. Here is a brief and effective way to present the story and to provide an effective springboard to an interesting discussion about the program in detail.

- Conventions and conferences will be interested in it.

- Perhaps its most important use in the public relations area is to explain the program to such civic groups as the Parent-Teachers Association, the various service clubs, the local chapter of the National Office Management Association, and other professional societies.

Don't Forget the Price Level

Here's one way to give your bookkeeping students the background in economics that they need to have

HELEN M. SMITH

Marine City (Mich.) High School

BILL WAS PUZZLED about what I had said regarding the worth of automobiles. He raised his hand and complained, "I don't know what you mean when you say that the price level fluctuates. How can a car be worth more after four years than when it was bought? Don't you figure depreciation? That's what we've been studying about."

In bookkeeping class, we had been studying a unit on cost, depreciation, and gain or loss on sale of equipment. What I had said was:

"There is one *other* thing that we should keep in mind when we consider the worth of equipment. This is the current price level. The book value of an automobile may not equal its sales price, due to (1) errors in judgment in computing depreciation, (2) the uses to which it has been put, and (3) the correctness of its cost price. But this is not all. If inflation causes the price level to fluctuate, then an automobile purchased four years ago may be worth more today than on the day that it was bought. There were many instances of this during and after World War II."

The question that Bill raised caused the other students to wonder, too, and gave us the opportunity to launch into one of the most exciting units of study—price-level fluctuations. In fact, it served an even broader purpose; it gave me a chance to explore everyday economics with my bookkeeping students. We learned just how solid the figures on a balance sheet actually are.



THIS "ECONOMIC WEATHER MAP" is constructed on the basis of "sector reports" collected by bookkeeping students from a variety of sources.

We started off with a pre-test (unsigned, of course) covering the understanding of how price-level changes affect fixed incomes, long-term debts, real-estate investments, durable-goods replacements, savings and cash reserves, educational plans, long-term wage agreements, and related factors. Because there is such a wide range of material from which these questions can be formulated, the students saw how this strange new term that they had learned could affect practically every facet of their economic well-being. It also gave them an indication of what could be expected in learnings and familiarized them with economic terminology. The pre-test gave me an opportunity to learn what they already knew about price-level changes and what I would have to teach if we were to attain our goal of learning.

Then each student prepared an unsigned reports of his personal assets, liabilities, and net worth. These reports were totaled, and a composite net worth statement for the class was prepared. This provided the avenue for the second step of our study.

We found out how the Consumer Price Index is developed by the Department of Labor so that we could know how the purchasing power of the dollar is determined. This elementary information became the basis for comparisons of the changes in the price level since 1939 and its effect on our composite statement of class net worth. By applying

the ratios of the purchasing power of the dollar to the net worth statement, the students got an indication of what price-level fluctuations can do to change real valuations.

One thing leads to another, of course. Next, we introduced the construction of a simple money-flow chart. We started with a chart showing the stream of money payments from businesses to individuals and its circulatory flow from individuals to business. Then we advanced to patterns showing the financial institutions and the role that they play with their saving and lending activities. The effect of taxes on the money flow and the financial role of governmental units was then considered. The students were very receptive to this device, for they had already learned about bookkeeping cycles and balancing techniques. Transference of learning became apparent as we added each step to our money-flow chart.

Now we wanted to do "something different" (as though we weren't doing it already). So we created an "Economic Weather Map." This gave us our chance to work with practical, everyday materials. Newspaper clippings pertaining to economic trends were brought into class by each student. These news reports were analyzed to determine whether they would cause depressive or accelerating effects on business activity in the geographical sectors of the

(Continued on page 40)

CAVEAT

EMPTOR

Put the CONSUMER in Consumer Economics

*Praising the American economic system
is not the function of a consumer economics course;
we should show students what to watch out for*

ENOCH J. HAGA

California Medical Facility, Vacaville, Calif.

CAVEAT EMPTOR ("Let the buyer beware") and common sense—that's what I want to teach in my consumer economics class. Our adult course in consumer economics is now enjoying its second successful year, but we're still feeling growing pains.

If you were able to choose a business subject to add to your high school curriculum, which one would you pick? When we were organizing a business curriculum for a new adult school, I faced just this problem. A six-period day, filled with bookkeeping, typing, and one period of algebra, was already in operation. One typing period would have to be eliminated to make room for the new course. Three teachers—of English, social studies, and business—were charged with the responsibility of providing an adult high school, in conjunction with a correspondence office, with course offerings extensive and varied enough to qualify students for high school graduation.

Obviously the new business course would have to be solid, clearly justifiable, and preferably characterized by general, as well as business-education values. Clearly, consumer economics could be seen to fill the bill; it would not duplicate either wholly or in part the subject matter of any other course, as perhaps business mathematics or business English would have. It could contain no nonsense, for it would have to prove its value to adults and be accepted by

them before it could pay its own way.

Once consumer economics was chosen, several questions had to be settled:

- What should the course be called, consumer *economics* or consumer *education*? (At first we called it *education*; but as the course progressed, it became increasingly clear that we were dealing with economics, so we switched to consumer *economics*.)

- Should we offer a one-semester or a one-year course? (After trying a one-semester course that proved grossly inadequate, we decided on one year.)

- Should we use a textbook? (For our purposes, the answer was no, except for supplemental reading and reference.)

In regard to this last point: Most texts seemed too full of material not strictly germane to a course emphasizing the practical aspects of personal finance. Rapid developments in the field made some of the material outdated. A few topics could not be covered in any text—for example, state laws pertaining to small loans and installment credit. Some areas were covered in too wishy-washy a fashion to be of any real help to a consumer—principles of business, business organization, and praise of our economic system are fine, but not in a consumer economics textbook; also, the fact that most businessmen are honest is well known, but it has apparently been forgotten that the consumer is mainly worried about the dishonest ones, whom he always runs the risk of running into. The con-

sumer suspects that the term *caveat emptor* is not without meaning; he wants to learn something of the habits and habitat of the dishonest minority. Consumer economics teachers should remember that their main responsibility is to their students as consumers.

We set these two simple, practical goals for the course:

1. To develop effective and efficient means of personal financial management.

2. To train competent shoppers and buyers.

We felt no need to interpret American business to our students, for this was not one of the class objectives; we had little enough time to carry out our two clearly delineated goals.

Of all the myriad topics that could have been dealt with, only the most important and essential could be chosen for detailed coverage. It soon became apparent that some units would require more time than others. Ultimately, after much trial and error, we settled on the following course outline:

TOPIC ONE (First Semester)

YOUR FINANCIAL POSITION REFLECTS YOUR ATTITUDES ABOUT MONEY

- 1 Your Attitudes Toward Money
 - 1.1 Budgeting (two weeks)
 - 1.2 Buying (one week)
 - 1.3 Borrowing (three weeks)
- 2 How Your Attitudes Toward Money Are Shaped:
 - 2.1 Motivation Research (one week)
 - 2.2 Advertising (one week)
 - 2.3 Credit Selling (ten weeks)

(Continued on page 41)

A follow-up report
on Denver's TV shorthand course

How We Tested TV Shorthand Students

CLELLAN C. RAINS

Dept. of Radio and TV Activities, Denver (Colo.) Public Schools

ELLEN SHEPARD

Emily Griffith Opportunity School, Denver, Colo



CO-INSTRUCTORS for the Denver TV shorthand course were Carol Price (above) and Mrs. Harriet Pegis (below). Miss Price will teach "Secretary at work," a TV secretarial-practice course, this fall.

LAST WINTER Denver's Emily Griffith Opportunity School in co-operation with KRMA-TV, an educational television station in Denver, presented an instructional television series in beginning Gregg Simplified Shorthand called "Shorthand Simplified." (See BEW, May '59, p. 15.) The series consisted of forty half-hour programs. On the last program, a test was given to ascertain the skill of the television students.

Since an increasing number of business-education courses are being planned for presentation on television, there is a rising concern about the effectiveness of these courses and an interest in the results of tests such as the one given on "Shorthand Simplified."

The final exam was administered on the air during the regular program time. Students were given directions orally by the instructor, Mrs. Harriet Pegis, who taught the last twenty sessions, after Carol Price had acted as instructor for the first half of the course. (See photos.)

To our knowledge, this test was the first of its type given strictly over television in a manner approximating as closely as possible classroom testing conditions. Presenting the test via TV overcame the obvious disadvantages of sending it to the enrollees.

Students were directed to mail in their exams as soon as they were completed. A great majority of the exams we received came in within two days, indicating that most of the students had rushed their tests to



the mailbox by the day after the telecast.

We provided an incentive to take the exam, in the form of a "Certificate of Accomplishment" prepared especially for the series. Only those students who passed the test received this award.

The test, which conformed to the time limits imposed by the half-hour format, was of the same type as those given in conventional shorthand classes all over the country. It was divided into three parts:

Part I was a word theory test consisting of 25 words, 20 brief forms, and 5 phrases, dictated in a five-minute period, in accordance with the standard Gregg rules for theory tests. For this part, 20 or fewer errors resulted in a passing grade. The average error count for Part I was nine.

Part II was the transcription of shorthand plate material of average difficulty consisting of 106 words. Ten minutes was allowed for this section. There was a maximum error allowance of 12 for a passing grade; the average error count was 4.7.

Part III was the transcription of a new, unpreviewed letter dictated at 50 words a minute for one minute. Students were told to transcribe the material after the telecast, using dictionaries to check spelling, and were informed that spelling errors would mean deductions from their scores. Papers with 4 or fewer errors received passing grades. The average error count was 1.5.

For all parts of the test, both Anniversary and Simplified shorthand styles were considered correct. Transcripts were accepted in either typed

(Continued on page 42)

ONE OF THE most widely publicized systems used to organize office-machines classes is the rotation plan. Under this system, all students are assigned the same amount of time to complete a particular machine or unit. In the more flexible formal rotation plans, the amount of time assigned to different machines is varied according to a specific time unit, or block of units, and according to the anticipated complexity of a particular machine.

In our school, we no longer use the rotation system—and we're very happy and successful without it. Before you mumble that we're "reactionary," or worse, let me point out some of the errors inherent in most of the formal rotation plans being advocated.

First, such plans seldom consider the fact that the student generally has more trouble learning the first machine than the second, more trouble learning the second than the third, and so on. Because of this decrease in difficulty, it should take less time to learn successive machines throughout the course. Artificial blocks of time cannot adequately allow for this factor of variable difficulty, which is the result of a student's growing experience and familiarity not only with the mechanics of office machines but also with the arithmetic involved in machine operation.

Secondly, it is difficult to respect individual differences under a formal rotation system. Individual abilities can vary considerably in a machines class, because of such factors as these: (1) student's age; (2) recency of exposure to business arithmetic and degree of command of arithmetic functions; (3) intellectual capacity; (4) skill in reading, understanding, and following written directions; and (5) personal motivation in learning machine functions and applications.

A third error in planning a machines course according to a rigid time schedule is the effect of a machine breakdown on a particular student. Fortunate schools have at least one or two extra pieces of equipment for the affected student to use in such an emergency. This does not mean, however, that he will have extra time added to his allotted learning unit on the inoperative machine. Therefore, he may have from one to five class periods cut from his learning time, whereas his class-

WE STOPPED TEACHING MACHINES BY THE ROTATION PLAN

This school decided that rotation plans, even when they are flexible, can't cope with all the variable factors

DAVID G. GOODMAN, Ferris Institute, Big Rapids, Mich.

mates are able to use their complete blocks of time.

I realize that most teachers take such a situation in stride and temper their grading; but such consideration does not help to teach the unfortunate student the operation of that particular machine.

Flexible Scheduling

The recognition of these errors prompted us to change from the rotation system to a more flexible scheduling method. We decided to assign a student to a machine the first day of class (after introducing the course and each type of machine briefly). These assignments are basically voluntary, in that a student who has a special interest in a specific machine, or very limited experience with it, is encouraged to begin his work on that machine.

Students are instructed to proceed as rapidly as possible through the assigned exercises and then, when

ready, to request a test. Usually several students are ready to be tested at about the same time. As soon as the tests are completed, a switch of machine units among those who are ready is easily made. If, however, no other student is ready for a test, the spare machine is assigned and the recently vacated machine becomes the new spare.

If a student seems to be taking too long on a particular machine for the experience and background he demonstrates, the teacher immediately encourages him to work faster or to release his machine for a waiting student. He may return to that machine at any time it is vacant.

This informal rotation continues throughout the course. In our laboratory, we have from two to six duplicates of the basic machines. (The system, however, works equally well with any number of machines.) Class members must take

(Continued on page 45)

Questions That Face the Business Law Teacher

I. DAVID SATLOW, Thomas Jefferson H. S., Brooklyn, N. Y.

Some questions that must be explored

BUSINESS LAW is one of the most difficult courses to teach, yet one of the most interesting. The subject is vastly different from the skill-content courses and calls for teaching techniques of its own. It is interesting because its content is so extensive, its classroom experiences so varied and stimulating.

The teacher of business law can be compared to a mountain climber who is rewarded for his persistence by beholding a rare view that has been there for a long time for all to behold, but which only a limited few achieve. To arrive at the point of maximum return in the teaching of law, a number of questions have to be explored.

60 QUESTIONS THAT THE BUSINESS LAW TEACHER SHOULD EXPLORE

1. What should be our goal in teaching business law?
2. In terms of how many semesters should the work be organized?
3. In what grade(s) should the course be placed?
4. On what basis should students be screened for admission to the law course?
5. What should be the scope of course content? On what basis should the content be determined? Shall we aim for broad or for limited coverage? What relationship should there be between the high school course and a professional law-school course?
6. What legal knowledge does the layman need to live intelligently as a consumer in our present-day society?
7. Should the basic approach be inductive or deductive?
8. To what extent should I emphasize a knowledge of technical terms? Which legal terms bear simplification? Which terms should be retained at all costs?
9. If a unit on Courts and Court Procedure is to be included, should it be taught at the beginning or at the end of the course?
10. How should the units be organized? Should contracts be taught as a foundation for the other units, or should one basic element be applied to all the divisions of the law before any other basic element is considered?
11. For that matter, should the work be reorganized in terms of functional units that are consumer-oriented? If so, how are such units to be organized?
12. What sequence of units should I follow? What should be the sequence within given units?
13. How can I get my students to know what the law is in our state rather than what it is "in most states"?
14. Should the lesson be confined to either legal prob-

lems or case problems, or should it feature a combination of both?

15. How can the content of any unit be divided up in terms of teachable lessons?

16. Which phases of the work should I go into thoroughly and which should I treat sketchily?

17. How can the intricacies of the law be taught in the face of language that offers its own share of difficulties?

18. What is the optimum use to which a textbook can be put?

19. What objective aids can I use to clarify the work? How do I go about building up an objective materials file?

20. How can the work be presented to a group that consists of students with varied backgrounds, abilities, and interests?

21. How can the daily experiences of the students be utilized in the teaching of law?

22. How can student interest be maintained throughout the course?

23. How much of the work should be presented by means of the problem approach?

24. How does one draw up a lesson plan for practical use in the teaching of law?

25. How much homework shall I assign? What is the homework to consist of? How shall I handle it? Should papers be collected or should they be retained by students?

26. What are the basic legal concepts around which the development of the work can be built?

27. What role should a notebook play in the course? How can this device be handled effectively?

have no definitive answers; even so, the exploration itself will be of value to the teacher

Unfortunately, much of the exploration must be carried on independently, since very little preparation for the teaching of law is offered by our collegiate institutions. A semester or two of actual content is generally required, and a course in methods and problems of teaching the general business subjects may be offered here and there; but one would be hard put to find a separate and distinct course of even thirty semester hours devoted to a consideration of the problems that the teacher of business law faces. The teacher who seeks to perfect his teaching of business law is left largely to his own resources.

The questions that appear below indicate the type of exploration that one has to embark on in order to

arrive at the point where each day's work in business law offers its maximum stimulation and enjoyment.

To some of these questions there are no definitive answers. The answers depend largely on the composition of the class and the personality of the teacher. The fact that there is no definitive answer to a question does not, however, preclude our thinking about it; reflection is one of the most effective means for clarifying one's position, and experimentation is the way to put various hypotheses to the test. All in all, through exploration by way of analysis and tryout, one becomes richer in one's outlook and one's teaching comes to be characterized by the spark of perpetual freshness.

28. How much memorization should be required?
29. How does one develop reasoning on the part of students?
30. How can I provide for correlation and at the same time avoid duplication of the content of other courses?
31. How can I get the students to understand the printed text?
32. How do I make certain that there are enough problems on each legal principle?
33. Which is the most effective way to teach students to tackle law cases? Should a legal principle be required, or will the mere statement of a reason suffice? Should any set form be required?
34. How can I develop in my students the ability to pinpoint the issue involved in a given case?
35. How can I train my students to recognize the legal principle to be invoked in the solution of a case?
36. Shall I require the textbook's phrasing of the legal principles?
37. How can I meet the problem of indiscriminate copying of textbook passages in answer to questions? What questions can I use that will not lend themselves to this practice?
38. How can I get students to express themselves in their own language?
39. How can I avoid fragmentary or partially correct responses?
40. How can I get precision of statement from students?
41. At what point in the term's work can I reasonably expect my students to use legal terms intelligently?
42. How can I keep my knowledge of the law up to date?
43. What projects can be used with the students? What is the most effective way to handle projects in the law class?
44. How can I relate the law to the current scene and

still assure syllabus coverage?

45. What specific instruction in law will lead to good citizenship and to proper ethical conduct?
46. How can I bring about desirable socialization in the classroom?
47. How shall I go about developing proper legal attitudes in my students?
48. How can I measure the acquisition of proper legal attitudes?
49. How can I get my students to speak up and join in discussions?
50. What technique shall I follow in order to get students to present differing views without offending one another?
51. What shall I do about the student who persists in asking, "How can you prove it?" in connection with any set of facts that is presented to the class?
52. How can I avoid digressive and irrelevant questions by members of the class?
53. What attitude shall I adopt toward the self-appointed perpetual dissenter?
54. How shall I handle the student who is constantly seeking free professional advice?
55. How can the work in law be enriched? How much enrichment will the schedule permit?
56. How can earlier learnings be kept alive?
57. How frequently shall I test my class? What would be the scope and nature of a satisfactory test?
58. What specific social learnings can reasonably be expected from the study of law? How can these be taught?
59. How can I get my students to see meaning in our legal system and to appreciate the significance of law in their everyday activities?
60. What residual learning on the part of my students can I expect after all the law they have learned will have been forgotten?

G. HENRY RICHERT

NOTE: The author is on leave from the U. S. Office of Education, where he is program specialist for distributive education. As professor of business administration in the overseas branch of the University of Maryland, he has been teaching and observing business education in Europe.

DISTRIBUTION of goods and services plays a very important part in the Swedish economy. Nearly 500,000 persons are employed in the distributive and service trades. Importers, exporters, wholesalers, and retailers are well organized; through their own organizations and through university and private research institutes, they constantly try to improve their operations. The consumer co-operative movement plays an important part in the total distribution picture. The Federation of Swedish Wholesaler Merchants and Importers has some 1,500 members, generally the largest firms among a total of some 18,000 wholesalers. The Swedish Wholesalers' Research Institute has a large operational budget and carries on general economic research and research dealing with the technical problems of wholesaling. The research activities of this organization compare favorably with the best research in wholesaling carried on in the United States.

The Federation of Swedish Retailers has 36,000 members made up of independent retailers distributed throughout the country. This represents about one-half of the total number of firms engaged in retailing. Members include department stores, chain stores, and specialty stores of all kinds. Independent retailers are responsible for approximately 80 per cent of total retail sales.

About 800 local consumer co-operative societies operate 8,000 retail outlets, which together obtain 20 per cent of total retail sales. It is estimated that over a million households are members of local co-operative societies. These local societies belong to a central organization, Kooperativa Förbundet (Co-operative Union) which they own. The Co-operative Union is the wholesaler branch of the co-operative movement and is its central buying organization. It also operates 40 manufacturing plants.

To prepare young people to enter the various fields of retailing and wholesaling in Sweden and to give further training to those already employed, a comprehensive program of distributive education has been developed.

How Distributive Education Operates

All students are now required to complete the first nine grades, which include elementary and some secondary education. All education over and above this training is voluntary, including vocational education. Swedish business education is divided into general and specialized commercial instruction. The principal purpose of general business education is to give young people an insight into business principles and practices, but included also is elementary instruction in the office occupations and in distributive education.

In the ninth year, students are divided into three groups, depending on their special interests and qualifications. One avenue they can pursue is vocational education, including training for retailing. This training is intended to orient the student to the advantages and



CITY HALL, STOCKHOLM

requirements of retailing as a vocation and to prepare him for the more directly vocational training that is to follow. Instruction in the ninth grade takes place in the school and in the store, where the student is placed part-time.

After the ninth year, students can specialize in business subjects, including retailing. They may secure retail training through:

1. A one-year full-time retailing program, which is offered by 60 of the 200 schools offering business subjects in Sweden.
2. A two-year co-operative part-time retailing program offered in more specialized business schools in the larger cities.
3. Enrollment in retailing courses offered as a part of the general business curriculum.

Stockholm's Community School of Business

I had the privilege of spending a number of days in Stockholm as the guest of Dr. Ivan Larsson, Director of the Institute of Retailing. One of the visits arranged by Dr. Larsson was to the Community Business School, housed in a very modern brick building. This school, one of Sweden's largest, offers two years of study, combined with work experience, in seven different fields of retailing—groceries, drugs, shoes, hardware and appliances, men's clothing, women's clothing, and textiles (yard goods, etc.). Each course is given in a separate classroom that is fully equipped with appropriate store fixtures and stocked with merchandise. Fixtures and merchandise are arranged along the rear and sides of the room, with student desks in the center.

The two-year program in each field of retailing is operated on a co-operative part-time basis, using the alternate plan. While one group of students spends two weeks in school, their "alternates" work in stores for two weeks. Subjects studied in school include Swedish, English, bookkeeping, business mathematics, store organization, salesmanship, merchandise information, window display, typewriting, and show-card writing. All students must enroll in physical education classes.

HOW SWEDEN HANDLES DISTRIBUTIVE EDUCATION

Among European countries, Sweden is a leader in the D. E. field; this is one of the big reasons why Sweden's system of distribution is so effective

One of the interesting aspects of the retailing program in this school is the make-up of the teaching staff. Subjects such as English, Swedish, business mathematics, and bookkeeping are taught by full-time teachers regularly employed by the school. All other more specialized subjects relating to the seven fields of retailing covered in the curriculum are taught by store personnel, who each week take 7 to 10 hours from their daily work to teach in the community school. The principal requirement for the "practical" teacher is that he have ample occupational experience and that he be considered proficient in his field of retailing. "Practical" teachers are recommended to the school by local retail trade groups or associations. Short teacher-training courses are offered in the summer, but for the most part the so-called "practical" teachers undertake their classroom teaching without benefit of formal teacher training. As one aid to the teacher, the Institute of Retailing headed by Dr. Larsson supplies course outlines and text material in the various fields of retailing covered by the program.

Training at the Institute of Retailing

In 1937, the Federation of Swedish Retailers organized the Institute of Retailing in order to complete and specialize other forms of retail trade education. Headquarters of the Institute are in Stockholm; and here, in the classrooms and model stores, the Institute reaches its greatest number of students. Classes are also conducted in Malmö and in Gothenburg. In addition to these offerings, courses are given in the provinces in co-operation with local retail associations. For those students who are too remote from the teaching centers, the Institute offers correspondence courses in retailing that cover substantially the same subject matter included in classroom instruction.

One training program of the Institute is a full year in length. It covers all phases of retail store operation, and its purpose is to make students good retailers. Included in the Institute program also are four-month courses in a number of different subjects, including Swedish, salesmanship, merchandise information, store organization, retail mathematics, bookkeeping, and window display. Shorter trade courses (three days to two months) are also offered in various phases of retailing. Entrance requirements for all of the Institute courses are: the student must be 18 years of age and he must have had a minimum of one year's occupational experience.

In an average year 13,000 to 14,000 students enroll in the Institute courses. These are taught by a staff of 15 full-time teachers and by some 100 lecturers secured from stores and other business establishments. Expenses of the Institute, amounting at present to about \$116,000, are made up 40 per cent from student enrollment fees, 15 per cent from contributions by the Swedish Retail Federation (which owns the school), 18 per cent from Government grants, and the rest from contributions from interested firms or organizations. The

Institute has outgrown its present downtown quarters and is planning to build a new modern building in an outlying area. To date it has received pledges totaling \$193,300 to be used for this purpose.

Retail Training by the Co-operatives

The consumers' co-operative movement in Sweden supports a comprehensive program in retail training. Its courses may be attended only by persons employed within the movement and by members of the co-operative boards. The costs of the program are paid by the co-operative wholesale organization. The training program includes courses for managers of local co-operative unions, store managers, assistant store managers (to enable them to assume managerial responsibility), sales personnel and office secretaries and clerical workers.

The co-operatives secure teachers from local schools and from the personnel employed in wholesale and retail branches of the movement. Text materials and teaching aids are centrally prepared or acquired from textbook publishers. The objective of the entire training program is to provide trained personnel that will ensure the continued success of the co-operative movement.

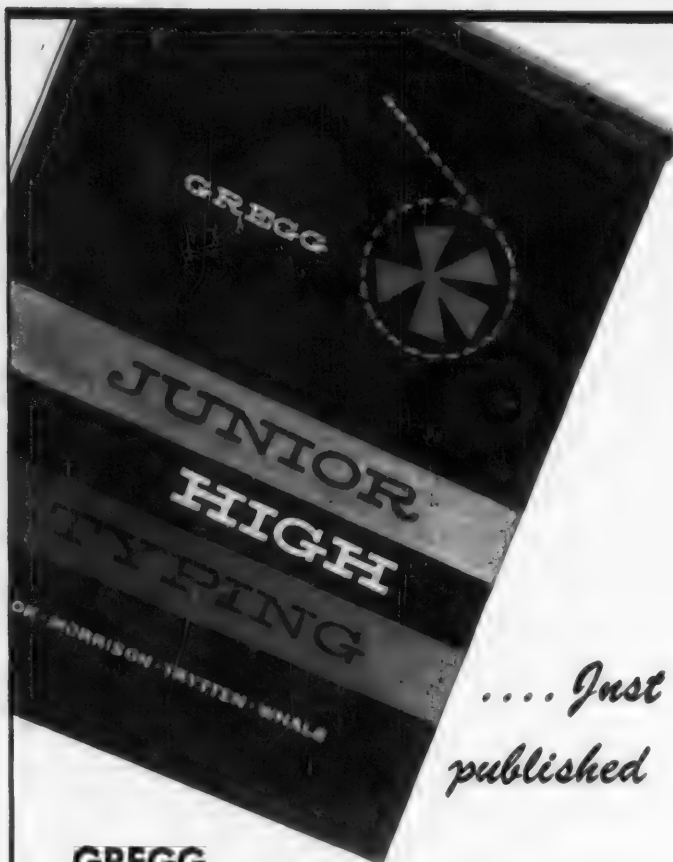
Other Training Activities

As in the United States, department stores and chain store organizations carry on their own training programs for rank-and-file employees and for junior executives. Salesperson training, like ours, includes merchandise information, a knowledge of customers, sales techniques, store mathematics, work hygiene, better use of the Swedish language, and facility in English. In schools and in business establishments, young people are encouraged to study English so that they can converse satisfactorily with the many English-speaking people who visit and deal with their country.

Since 1948, the Federation of Swedish Wholesale Merchants has had a special department for education to provide training for personnel employed on all levels of wholesaling. The Swedish Wholesalers Research Institute, mentioned earlier in this article, uses the information acquired through its various research studies to provide information and materials useful in training wholesale salesmen and junior executives and for conferences of senior executives.

Sweden has two special institutes for distributive education that are interested primarily in the advertising field. Courses include general advertising practices, sales promotion, copy writing, layout, radio advertising, and other areas in the advertising field. The institutes try to prepare young people for work in advertising departments of business firms and in advertising agencies.

A study of distributive education in Sweden reveals that this country is a leader in this form of education among European countries. It also reveals that the great interest in this field of education has contributed greatly to the effectiveness of Sweden's system of distribution.



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GENERAL BUSINESS

(Continued from page 18)

35. The most unusual thing I ever sent (or heard of being sent) in a package.
36. The things hauled by my father who is a truck driver; where he goes.
37. How I collected when an insured package arrived with the contents broken.
38. The things I filed when I was a clerical worker at —.
39. The time I used the city directory.
40. How my father got started as the sole proprietor (or partner) of the — business.
41. The labor union I joined last summer.
42. Court sessions I have attended.
43. Taxes I have paid within the past month.
44. A tax-paid service I have received within the past month (fireman, policeman, etc.—don't include school).
45. Duties performed by my father who is a city (county) official.
46. What I was asked in my job interview.
47. How, after quite a search, I found a summer job.

DEMONSTRATIONS. In a demonstration, a student shows how to perform a given action. Ordinarily, it is best to demonstrate correct techniques; occasionally, however, common incorrect methods may be shown if it is stated clearly that they are incorrect and if a demonstration of the correct technique immediately follows.

A demonstration holds class interest because it can be seen. In fact, the most important criterion of a good demonstration is whether or not the demonstrator has *shown* how to execute a particular action instead of just having talked about it. A good prop is essential; and for the demonstrations suitable to a general business class, the props are easily obtainable.

A demonstration is usually done by one student. Depending on the type of demonstration, it might occasionally be good to have the same demonstration given several times, each time by a different student.

At the end of the demonstration, the teacher should give sincere praise to the student in front of the class.

Then, through explanation and discussion, the essential points of the demonstration should be clearly brought out.

Below are some demonstrations that should be appropriate to include in a general business course:

1. How to fold and insert a business letter into various size envelopes and window envelopes.
2. How to wrap a package securely.
3. How to make change.
4. How to fill out a signature card.
5. How to fill out a deposit ticket.
6. How to fill out a check and stub.
7. How to make various kinds of check endorsements.
8. How to purchase and cash travelers' checks.
9. How to read food labels to determine grades.
10. How to determine if money is counterfeit.
11. How to analyze an advertisement to determine the difference between fact and puff.
12. How to examine a Government Savings Bond to determine maturity date and value of the bond at any date up to maturity.
13. How to determine from a life insurance policy:
face value
cash surrender and loan value
grace period
type of policy: term, straight life, limited pay, endowment
options in event of default of premium
optional methods of settlement
dividends
beneficiary; change of beneficiary
any automatic premium loan provisions
any waiver-of-premium provisions (in case of disability of insured)
14. How to read and interpret the financial page of a newspaper.
15. How to read a timetable.
16. How to determine from a stock certificate:
how many shares it represents
whether it is par or non-par
whether it is common or preferred
if any individual rate is stated
17. When using a telephone, how to:
dial local calls
make long distance calls
speak correctly into a telephone
answer a business telephone
use a telephone directory
take a telephone message
18. How to read a road map.

(Next month: Group activities)



SHORTHAND CORNER

CELIA G. STAHL VESTAL (NEW YORK) CENTRAL SCHOOL

If you will try just one new teaching device a month, you will become a more effective teacher. A new device is any idea, simple or complex, that you personally have not previously used.

At the first World Institute on the Teaching of Shorthand at the University of North Dakota during July, eighteen experts in the field, under the inspired direction of Dr. John L. Rowe, gave a varied and rewarding program that motivated several hundred participants from more than thirty states and provinces.

Here are a handful of new-to-me ideas, gleaned from the golden harvests of this conference, with which you, too, might like to experiment:

Dr. Woodrow W. Baldwin, Simmons College, Boston, Massachusetts, presented his painless method of speed building. Material at 100 wam, for example, follows a six-step pattern: easy practiced material, easy previewed material, easy new material, difficult practiced material, difficult previewed material, difficult new material. These steps are then used at 110 and 120 wam. The students are encouraged by this natural and gradual progress. Each cycle takes from several days to several weeks.

Typewritten timings in transcription training were discussed by Dr. Robert Grubbs, University of Pittsburgh, Pittsburgh, Pennsylvania, who advocated the use of the students' own shorthand notes rather than straight copy. To the usual homework and dictation notebooks, he adds a third notebook in which appropriate material is collected. He chooses magazine articles, newspaper columns, or copy from typing texts and dictates slowly enough for all students to write legibly. Transcription speed is ascertained from a simple chart based on inches per line and lines completed. Scores are also available instantaneously from a second chart showing tabulated standards.

If your students do their poorest preparation for Monday, you may like the plan used by Madeline Strony, Gregg educational director, whose classes always vote wholeheartedly to do five lessons every four days in order to have weekends free.

From Madonna High School, Aurora, Illinois, comes Sister M. Therese's recommendation that class members increase their speed by taking the dictation of the student who is reading from her homework notebook.

Transcription speed can be increased as much as 25 per cent by the efficient handling of materials. Marion Wood, IBM educational consultant, demonstrated how to assemble a carbon pack when work space is small. Interleave filing folders to store second sheets, carbon, and letterhead paper in one handy supply unit. Lift the paper bail, place the original and the second sheet in front of the bail and behind the cylinder, turn in about one half inch, insert the carbon sheet, and complete the turn to typing position. The carbon will extend half an inch below copies for easy removal.

Senior author of *Gregg Shorthand Simplified*, Louis A. Leslie, taught Lesson 1 to a demonstration class. He jotted down on an index card the outlines he planned to cover and attached this card to the left blackboard frame with a bit of transparent tape. (Never again will I pause to glance at a card in my hand or the text on my desk!)

The training of high-speed writers was the topic of Marion Angus, Pitman representative from Toronto and New York. She writes each outline on the board *rapidly*; students never see a slowly written word. This emphasis on speed is contagious!

If you boldly appropriate suggestions like these, they become your own to pass on to your colleagues; and, like ripples from a pebble tossed into a quiet pond, the effects of improved teaching reach ever outward.

SHORTHAND NOT FOR SISSIES

(Continued from page 19)

field. During my school days, I had always won top marks in grammar, spelling, and essay writing. I even spoke two foreign languages, English and Italian. Apparently I had the "stuff."

On the other hand, Martin Eden had made a mistake that I wasn't going to duplicate. He had prepared himself for one career only, refusing to take into account the possibility of failure in that particular vocation. He did succeed, but he was so disgusted by the lack of confidence his fellow men had shown in his literary ability before he "crashed into print" that he finally committed suicide and never reaped the full benefits of his sustained hard work.

My mind was now made up. I would train for two careers at the same time, no matter how severe the strain on my mental and physical faculties. But I would go about it in a scientific way. In the first place, I would establish a goal priority; a breadwinning specialty was to be the immediate target and success as a writer would represent the long-range objective.

Next, I would select my "meal ticket" occupation within a field not too different from the activities of a professional writer. By getting a job as a correspondence clerk in business, I would be able to practice all day long the discipline of translating thoughts into words; and this, after all, is the best definition of writing, literary or otherwise.

And this is where shorthand comes into the picture. When I began to look around for the kind of job I wanted, business managers all asked the same question: "Can you take shorthand and type?"

I tried to cover up my deficiency in these basic skills by stressing my knowledge of the English language; but, although they admitted that English was a vital requirement in the import-export business, they politely pointed out that they could not afford to hire me unless I had more specific abilities for office work.

There was only one way out. I had to learn shorthand and typewriting. I immediately started attending night courses; but, after a few lessons, I found that the going was too slow for my money. So I bought a self-teaching course in Duployé shorthand,

rented an old typewriter, and went to work on both.

Learning to type was merely a matter of steadily practicing the exercises contained in a booklet I had also purchased for the purpose. But shorthand was really interesting. The further I advanced in it, the more I marveled at its tremendous possibilities. Why, this was the very tool I needed to carve my double career with. On the literary side, it would help me write up my articles and stories in the shortest possible time. The hours and days I would gain by eliminating the cumbersome longhand system could be utilized for extensive research and further actual writing. In this way, shorthand would snowball my production into massive output.

Opening the Door

As far as my "meal ticket" occupation was concerned, it would open the door to many secretarial positions that would enable me to learn all about business and work my way up the promotion ladder. I had often heard and read that knowledge is power, but nobody seemed to realize that shorthand is the surest key to abundant and precise knowledge of all kinds. Moreover, it is the ideal instrument for pinning ideas down to paper as soon as they flash into the mind, before they have a chance to vanish back into nowhere. For a young man who had always had lots of ideas rushing in and out of his head, this was an invaluable find. It was like stumbling over a chest full of glittering gold.

Now that I had this mighty tool in my hands, I was determined to make the most of it. "Passionately" is not too strong a word to describe the way in which I devoted all the time I could spare to the study of this ancient but still relatively little-known science. Later on, I was to call this science "the handwriting of the future," in an article that won me a promotion. (Yes, the mere fact that I showed a convincing article on shorthand to a top executive in the company I worked for was responsible for my first promotion. But it also had another unexpected result: it induced that time-hungry executive to learn the art himself.)

As soon as I had mastered sufficient shorthand and typing speeds, I had no difficulty at all in finding a job as a foreign correspondent in an import-

export firm. Right from the start, my voracious capacity for work astonished everyone around the office—but to a man who knew what it was like to shovel coal in the boiler room of a big ship, this was just plain fun.

Moreover, if they thought I was working hard at the office, they should have seen me at home after duty hours. That was when my day's work really began; and that was where my shorthand really came in handy. Writing articles with the help of shorthand was so easy that I felt sure I would eventually succeed in selling them. My certainty was not based on an exaggerated opinion of the quality of my work, but on the law of percentages. Out of so much writing, some was bound to sell in the long run. And it did. So far, I've sold 175 articles to 49 periodicals in France, Britain, and the United States. I am a regular contributor to fifteen magazines, and the demand for my work is constantly increasing.

While I kept working hard at the office (hard was what others called it, not I) and writing like mad at home, I still found time to learn German and improve my Italian.

This unbeatable combination—shorthand and foreign languages—gradually helped me up the promotion ladder in the business firm I was working for. But its most useful service came during the war, when I served as an interpreter and stenographer for various Allied headquarters in France. In that capacity, I was given a chance to work in close co-operation with highly specialized Army personnel—military court judges, *Stars and Stripes* reporters, pilot-school instructors, and many others.

Besides the additional experience I gained that way, I was able to learn Gregg shorthand, which I consider one of the most important milestones on the road of my career as a bilingual free-lance writer. Thanks to this system, I was in a position to gather tremendous quantities of precise and interesting data on the subject-matter of my most popular articles in French magazines: the American language.

But the point of my story does not lie in the fact that I am now a fairly successful free-lance writer. Shorthand is the point. Shorthand is the nucleus around which I have built my career. Yet, this nucleus would never have existed if I had been afraid of the "sissy" tag so often attached to boys who learn shorthand.

I CAN'T SEND THAT OUT

(Continued from page 25)

furious." She went through the 200 copies typing "Mrs." through the "Mr." I didn't have the courage to ask how long that took.

"People *care* how you do your work," I told my class when I described this fiasco to them. "The work you do makes them feel either satisfied and pleased, or angry and disappointed."

Take another example.

My husband was reviewing his day. "Cliff loaned me his secretary today. She did eight letters for me, fast and neat—with dirty type."

"Did you call it to her attention?"

"No, she isn't *my* secretary. The other day she did a very important letter that I wanted to use to impress a customer. She typed it with five messy erasures. It had to go out in the next mail, so she didn't have time to do it over. Why can't a man depend on a girl to be careful? It's so frustrating!"

He was really steamed up. "And my own secretary! Most of the time she's satisfactory but the other day I gave her a rough draft, and she followed my copy so exactly that she typed 'It is the the plan . . . ' Why couldn't she have had enough sense to know that I had made an error by writing 'the' twice and that she didn't have to repeat it in the finished copy? I could have blown my top."

At coffee break the other day, Miss Cannon turned to Mrs. Henry and said, "I've been Dean of Women here for two years, but somebody in your office insists on addressing my mail to me as Assistant Dean of Women. I don't know why, but every time I see that, I want to scream."

Miss Cannon is not particularly thin-skinned, and she cannot be blamed for wanting to have her correct title used.

So here is another lesson to add to the long list that I must get taught this year:

Students, look at your work from the point of view of the person who uses it. The kind of job you do can cause your employer embarrassment, inconvenience, or frustration. On the other hand, it can cause him to feel grateful, appreciative, satisfied.

There is only one thing for which a secretary should not be responsible: her employer's ulcer.



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

Whenever I try to make something perfectly

obvious to my students—say a question on a method quiz, like "Write an example of (a) a *discussion* type question and (b) a *comparison* type question"—and they miss it (after I've thrown it in just so everybody has a chance to "succeed at something on the test for sure"), I'm reminded of my "Heads-Tails" experience from my early teaching days. This experience taught me an important principle that teachers should not lose sight of; namely, that an individual's *readiness* for any learning, his interpretation and assimilation of the experience, is always colored by his own background of experience, knowledge, and interests.

I was on the receiving end of the "Heads-Tails" exchange, and I still wonder how I was supposed to *know* how to respond other than in the way I did. What would you do, for example, if you were a temporary substitute teacher in a middle grade in a very low-income neighborhood elementary school and some child came in bearing a note for you which read simply, "Heads"? You would do just as I did, I'm sure. "I'm sorry," I said, handing the note back to the child, "but you must have come to the wrong room. That note isn't for me, I'm sure." The child gave me a puzzled look, but departed. Moments later she was back, proffering the same note with an additional notation, "Room 8," underscored. "She says it's for you," said the child. "I told her you was a substitoot, but she says 'Just give her the note like she was the regular teacher. She'll know what to do with it,' she says."

"She'll know what to do with it?" I muttered to myself, racking my brain for any preconceived signals that I might have failed to catch from the regular teachers. These signals varied from district to district. For instance, in any school in the district supervised by one Mr. Brown, a child bearing a box of brown crayons and a note, "Does any one need any of these?" warned all teachers that the supervisor was loose in the building. But "Heads" was a new one to me. Did it mean the superintendent of schools himself, I wondered—trying to tie in "Heads" with the brown crayons sort of logic? Baffled, I scribbled on the note, "O.K., I take Tails. Who wins?" and dispatched the child, only to have her reappear almost immediately.

"She's gittin' mad!" announced the child ominously. "She says she wants to see 'em right now. 'Read it!', she says." Again I opened the note which now bore a large angry scrawl, "PEDICULOSIS!" "But there isn't any child by that name in here," I said. "That kid must be in another room." So I scrawled on the note, "Sorry, not in Room 8."

What happened in the next few minutes was cyclonic. Down the hall came the maddest school nurse I ever hope to see. "You kids line up down the hall there for head inspection," she shouted, flinging open the door, "and be quick about it. And you," she said turning menacingly to me as kids filed meekly out, "well, any idiot ought to know that a note that says 'Heads' means 'Inspection for head lice!' And don't you know that *pediculosis* is the medical terminology for such a condition?" (Well, no, ma'am, up to that moment, I didn't. But I learned fast!)

So, whenever one of my students flubs up on something that makes me think, "Any idiot ought to know that," I back up and think instead—"Whoops! 'Heads' doesn't always mean tails, does it?" A student's response to any learning situation is colored by his own experience, knowledge, and interests, isn't it?

JUST PUBLISHED . . .

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DON'T FORGET PRICE LEVEL

(Continued from page 28)

United States. Then the clippings were placed on the bulletin board under a heading labeled, "Sector Reports." They were indexed to discs placed on a large map of the United States similarly mounted on the bulletin board. Red discs with arrows pointing upward indicated clippings showing inflationary tendencies in certain sections; blue discs with arrows directed downward showed deflationary trends. At week's end, the students analyzed the economic arrows and gave their "economic weather forecast." Each student took personal pride in the number of arrows that he was able to place on the map. Material came from newspapers' financial pages as well as front pages.

We didn't neglect the standard project devices. Individual oral reports by students on the comparisons of current real estate, stocks, farm, and bond prices with those shown in a 1945 and a 1931 newspaper (secured through the aid of interested parents) were used to make the facts of the real world meaningful to them. Then, too, we learned to read the stock market reports. An effort was made to adapt the material studied to possible personal financial problems and to show how these problems would be affected by future economic movements.

The unifying activity was the preparation of individual manuals, into which went the materials studied during the project. Some of the items included in the manual: a glossary of economic terms, clippings from newspapers and magazines, student's notes on reports and speeches, duplicated charts and summaries, and lists of reference materials.

Enthusiasm for the project was evident even after the completion of the study as the students continued their readings of financial items. Finally, bookkeeping had become more meaningful to them. As Bill expressed it: "Just because a balance sheet balances, it doesn't mean the figures are right. A balance sheet can be complicated and easy, too. I guess it just depends on how you look at it."

Was this study unintentional? Not on my part. I had been waiting for an opportunity to introduce economic understandings, which are so necessary in bookkeeping. Next time I'll be waiting for another Bill to open this study with a leading question.

CAVEAT EMPTOR

(Continued from page 29)

TOPIC TWO (Second Semester)

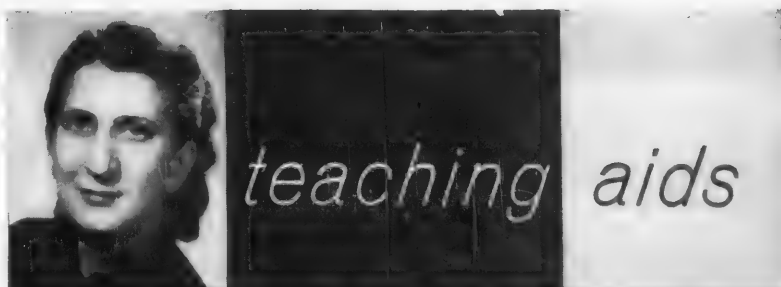
YOUR SAVINGS REFLECT YOUR SPENDING HABITS

- 3 Your Major Purchases:
 - 3.1 Your Home (two weeks)
 - 3.2 Your Household Furnishings and Appliances (three weeks)
 - 3.3 Your Automobile (three weeks)
- 4 Your Major Expenses:
 - 4.1 Your Life and Health Insurance (two weeks)
 - 4.2 Your Food (one and one-half weeks)
 - 4.3 Your Clothing (one and one-half weeks)
- 5 Society and the Consumer:
 - 5.1 Consumer Representation in Government (one week)
 - 5.2 Consumer Protective Organizations (one week)
- 6 The Fruits of Thrift:
 - 6.1 Savings and Investments (three weeks)

This course outline is flexible, permitting additions or deletions; it is also useful as a filing guide for clippings and other material.

The decision not to use a text did not result in any unsolvable problems. Materials are everywhere. Newspapers and magazines provide a flood of pertinent and topical items. Syndicated writers such as Sidney Margolius and Sylvia Porter are experts in the consumer field. Periodicals often feature articles of interest to consumers. Publications like the "Fact" Booklet Series of the Better Business Bureau, the Money Management Booklets of the Household Finance Corporation, *Consumer Reports*, *Consumer Bulletin*, and *Changing Times* are worth their weight in gold; and other periodicals often feature articles of interest to consumers. Material is not hard to come by; the only difficulty is in sorting it out and preparing and adapting it for class use. Duplicated lesson materials will, in short order, build for students a valuable and comprehensive consumer economics notebook-textbook that they will be proud to keep and use. The course never becomes stagnant, for new, up-to-date additions are always being made. Methods are varied to suit the situation—sometimes the lecture method is best, sometimes class discussion is the natural technique.

In a consumer economics course, there is no end to either method or material. The resourceful teacher will feel a shortage of only one item—time.



JANE F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

Money filmstrip. To give America's young people a better understanding of the role of money and banking in modern life, American Express has released a color educational filmstrip, "Money—Forms and Functions," to schools. The new filmstrip outlines basic concepts of money. The sequence of 50 pictures shows how various forms of money developed in world commerce and travel; how checks, currency, letters of credit, travelers' checks, and other forms were created to meet specific needs. The pictures survey money development from primitive times to the present and end with a thought-provoking "look into the future." Schools and banks may obtain prints of "Money—Forms and Functions" by writing to James A. Henderson, Vice-President, American Express Co., 65 Broadway, New York, N.Y.

Guidance manual. It pleases me to review for you an excellent manual by a former instructor of mine, Dr. Estelle L. Popham. If your students are like mine, they are interested in the opportunities and the various types of positions available in the office occupations. This manual discusses the clerk, stenographer, secretary, and bookkeeper. The back of the book contains a selected bibliography. Send \$1.65 to Vocational Guidance Manuals, Inc., 1011 E. Tremont Ave., New York 60, N.Y. Their list of vocational guidance manuals is very complete.

Vocational education. The Department of Health, Education, and Welfare, Office of Education, Washington 25, D.C., recently sent me two of their newest publications. "Trends in Distributive Education," a report of a national conference on DE in September 1957, gives a digest of the presentations and summaries of the discussions but does not represent the official opinion or policies of the Office of Education. Single copies free. The second publication, "Management Training for Small Businesses," includes suggestions that should aid in organizing courses in administrative management for proprietors and managers of small distributive business. It outlines suggested course content that provides an opportunity for the small businessman to review his operation in connection with men, money, markets, and management practices. Price 25 cents. A list of this office's helpful publications is available free.

Film catalog. A new 16mm sound motion picture of interest to business teachers is "Mimeographing Techniques," an educational film 15 minutes in length. It demonstrates the complete method of preparing a mimeograph stencil and operating the machine. It also includes demonstration of color mimeographing, showing how several colors can be used at the same time. "Mimeographing Techniques" is available for sale, but schools and organizations may also rent the film for three days at \$7.50 for the color version or \$5 for black-and-white, plus postage. This company's catalog lists other films of interest to teachers. Some of the titles: "Flannel Boards and How to Use Them," "Bulletin Boards: An Effective Teaching Device," "Chalk and Chalkboards." Write to Bailey Films, Inc., 6509 De Longpre Ave., Hollywood 28, Calif.

Small business handbook. *How to Run Your Own Business and Make it Pay*, by W. R. Minrath, is a practical handbook that provides the help and answers needed for successful conduct of a small business. From choosing a location, selecting a product or service, to the mechanics of day-to-day routing, you'll find the up-to-date answers in this book. It sells for \$5.95 and is published by D. Van Nostrand Co., Inc., 120 Alexander St., Princeton, N.J.



Suggestions for Typing Duplicating Masters

Impression indicator. Masters produced by different students at different times on an electric typewriter will be the same, an important consideration when copies are to be bound in book form. Then, too, more copies can be obtained from electrically typed masters, and they can be run at higher speeds on the duplicator. Using an electric typewriter, the student does not have to be concerned with striking periods lighter or capitals heavier; electricity does this for him. The impression indicator, the muscle of the typewriter, controls the force of the type bar against the copy.

Have students move the impression indicator to the lowest registration and gradually raise it to the point where the periods print clearly and evenly.

In stencil typing, students must first move the ribbon control to the stencil position. A line or two typed outside the printed area will show whether or not the impression indicator is on the right registration to cut characters clearly.

If students are using stencils with an overlay sheet, the impression indicator must be set slightly higher. Darker copies and a broader "write" can be expected from these stencils.

Superior copies from the offset process require that the mat have a heavy deposit of ink on each character. The typewriter should be equipped with an approved offset ribbon and the impression indicator adjusted so that a heavy deposit of ink is assured without embossing or cutting the mat. If the typewriter has a multiple copy control device to move the platen back, the student may find that placing this control on the second registration improves the master copy.

Clean type. Clean type is essential for quality reproduction of copy. Use a dry, stiff brush; brush out and away from the typewriter. If the a's, o's, or e's are filled, tap them gently with this brush. Embedded dirt may also be removed with plastic type cleaner. Lift the key with one finger and gently press the plastic cleaner against it.

When cleaning type for stencil work, have the students move the ribbon to stencil position and type over and over on each bank of keys until there is no more ink impression on the paper.

Backing sheets. Masters will have a sharper "write" if an acetate backer is used. This eliminates the need for a harder platen and compensates for the irregularities in the platens of older typewriters.

Position of bail rolls. Cleaner masters will be obtained if students move their bail rolls so they straddle the master. This is very important when typing offset masters.

Inserting masters. When students type on master sets for spirit duplicating, have them insert these in the typewriter with the bound edge as the bottom of the copy. Then corrections can be made more easily.

Avoid wrinkling stencils. Hold the separate sheets of the stencil together when inserting or rolling the stencil back. Offset masters should be handled outside the printing area to avoid fingerprints. Never fold or bend the mat. Always center the masters in the typewriter.

A suggested test. Ask students to type a master copy of a form letter and run off 25 copies. Have them address envelopes to match these letters. All but one letter should be folded and inserted in the envelopes. Grade on the quality of the work and the speed of production. A high grade will indicate that the student has mastered the heart of the duplication process—that he can type a quality master sheet as fast as he does a letter.

TV SHORTHAND TESTING

(Continued from page 30)

or handwritten form. (The majority were handwritten.) All tests were returned to students after they had been corrected and appropriate comments had been added. On Parts II and III, punctuation errors were noted, but students were not penalized, because time restrictions had not permitted inclusion of punctuation drills in the series. However, there were few errors in punctuation. (Among those that did occur, the most common was the use of the comma after the salutation.)

This, in brief, was the test that was taken by 147 television students. In determining those eligible for a certificate, each part of the test was graded as passing or failing. Part I was given a value of 40 per cent, Part II rated 20 per cent, and Part III was worth 40 per cent. Students with a score of 60 per cent or better were awarded a certificate.

How did they do?

Of the 147 who sent in the test, 135 (or 91.8 per cent) passed, and 12 (or 8.2 per cent) failed. These figures do not take into consideration any technical difficulties that students may have experienced.

These are bright figures, and, taken by themselves, are phenomenal test results. To be fair, however, it must be remembered that this was a voluntary testing situation. The 147 students who sent in their tests represented only 27.5 per cent of the total of 535 people who purchased course materials. Therefore, we may be relatively sure that many students took the test but did not bother to send it in, probably for one of two reasons: (1) they knew they had not done well, or (2) their personal curiosity as to what they knew was satisfied. Undoubtedly, had *all* enrollees taken the test, the final results would have been different.

For us, the results of the test proved materially the value of TV as a business-education tool.

"Shorthand Simplified" was followed by "Shorthand Dictation" late last spring. This fall, the business-education department of the Emily Griffith Opportunity School plans to present, via KRMA-TV, a curriculum that will include beginning and advanced typing, secretarial practice, and shorthand.

TODAY'S SECRETARY

dictation transcript

PLEASE REMIT

MARGARET SUBLETTE

Miss Rose Ann McCloy
516 Westover Road
Elyria, Ohio.

Dear Miss McCloy: Your account¹ with us is now one month overdue. No doubt the matter has simply escaped your attention, but I feel that we² cannot afford to extend credit beyond this point. It is therefore our suggestion and our hope that you will forward³ a check in the amount of \$84.38 at your earliest convenience. Very truly⁴ yours,

RALPH SPENCER
Credit Manager

Mr. Ralph Spencer
Milady's Apparel Shop
Cleveland, Ohio

Dear⁵ Mr. Spencer: Of course I know my account is overdue. But you'll have to be patient until I get the money.⁶

Actually, I never meant to run up such a big bill. It all started with my old black faille suit . . . I'm so⁷ tired of it. I knew I'd never wear it again—without a new hat. Then I found a pink straw at your shop. The brim⁸ turns up all around and a cloud of pink tulle . . . Anyway, I bought the hat. But when I tried the two of them together,⁹ the suit looked even more drab. I was really discouraged—until I thought of pink gloves and a scarf. So it¹⁰ was back to your shop for accessories. I meant to stop there, but your shoe department had just unpacked some pointed¹¹ toes—pink! And I would never have purchased the matching handbag if your saleswomen weren't so forceful. My wardrobe¹² and my bill kept growing.

But don't worry about the latter. I'll pay it as soon as I possibly can. In the¹³ meantime, I'll tell all my friends to shop at Milady's—that ought to help some. Apologetically,

ROSE ANN MCCLOY¹⁴

Miss Rose Ann McCloy
516 Westover Road
Elyria, Ohio

Dear Miss McCloy: The¹⁵ description of your fall outfit is touching and

colorful. But you have still failed to offer an explanation for¹⁶ the unpaid bill. However becoming the ensemble, Milady's cannot afford to give it to you.

There is¹⁷ a matter of \$84.38. May we expect you to settle this account within the next¹⁸ few days? Very truly yours,

RALPH SPENCER
Credit Manager

Mr. Ralph Spencer
Milady's Apparel Shop
Cleveland,¹⁹ Ohio

Dear Mr. Spencer: I'm sorry that I forgot to mention why I can't pay my bill. It's this way—²⁰I lost my job. I was clerking in a drugstore when they decided to cut the sales force in half. Not that I cared—²¹I only took the position as my town had no openings requiring typing and shorthand.

I am studying²² the want ads and feel certain something will turn up soon. But, the little money I've saved just about supports me²³ while I'm job hunting.

Of course I'd never have charged that outfit if I'd known I was going to lose my job. But I've²⁴ already worn the clothes and can't return them. Couldn't you wait a little longer for the money? Hopefully,

ROSE²⁵ ANN MCCLOY

Miss Rose Ann McCloy
516 Westover Road
Elyria, Ohio

Dear Miss McCloy:²⁶ Your situation, though difficult, is not desperate. You need a secretarial job; I need a secretary.²⁷ And you do have a decided talent for letter writing!

Will you accept this secretarial²⁸ position with our office? Your duties would consist mainly of composing and typing letters to customers whose²⁹ accounts are past due. (We feel your persuasive style would be of considerable profit to us.)

As for your own³⁰ bill—we will retain a small portion of your salary each month until the account is settled. Thus, at one stroke,³¹ your

search for a job, my search for a secretary, and Milady's search for reimbursement are ended.

If this³² offer appeals to you, please let us know. Very truly yours,
RALPH SPENCER
Credit Manager

Mr. Ralph Spencer³³
Milady's Apparel Shop
Cleveland, Ohio

Dear Mr. Spencer: Of course the job appeals to me. I'd be thrilled³⁴ to accept it as I love to write letters.

Now that I'm practically an employee of the store, I feel free³⁵ to ask about your employee discount plans. Will I be able to buy my clothes at cost?

You see, I have this old³⁶ white silk dress. . . . (722)

Indispensable Abernathy

JAMES W. WATKINS

HOW WELL THE NAME fits her," I thought, as I handed my calling card to one Miss Stella Abernathy. She sat,¹ Gibraltar-like, before the door of John Taylor, president of Taylor-Schmidt, Importers. Almost automatically,² she ran her nail over the card. I shuddered. It wasn't a very important-looking card, and, to her³ expert touch, it probably didn't feel terribly important. How impressed I had been when the printer had run them⁴ off at a few dollars a hundred. Now they seemed more like pieces of paper with my name rubber stamped on their soiled⁵ faces.

"Do you have an appointment, Mr. Kallen?"

"No, but I thought I'd take the

chance of seeing Mr. Taylor."⁶ That sentence didn't sound right, but it was too late.

"Perhaps you could tell me what you wanted to discuss with Mr.⁷ Taylor."

"Well, I'd really like to talk to Mr. Taylor." Even that sounded futile.

"The President is very⁸ busy, but if you have a good reason, perhaps I can help you."

"I'm looking for a job," I blurted out. "Not⁹ just any job, you understand, but one in the import business."

"We have an employment office. You should have gone¹⁰ there."

"I just came from there."

"And?"

"They didn't hire me."

"Then how can you expect to see the President?"

"Because I don't¹¹ think the employment office made the right decision."

"Really, Mr. Kallen. They know our personnel needs better¹² than the President."

No job here, either. I had been to every import office in town with the same result—¹³no work. I had thought it would be easy. At least that's the impression I had received when I graduated¹⁴ from the University. Peaches and cream—with me atop the tallest peach tree in the commerce world, sipping my ¹⁵cream through a silver straw.

"You're right, Miss Abernathy. I guess I was too presumptuous. I only thought . . ."

"What?"

"I¹⁶ thought perhaps if Mr. Taylor could see me I could explain . . . well . . ."

"Mr. Kallen," Miss Abernathy interrupted¹⁷ with a twinkle in her eye,

"do you suppose you could speak in complete sentences?"

"I'm sorry. You see, I've studied¹⁸ the import business and think I have something to add to it. I've ideas for increased sales, advertising¹⁹ layouts, public relations . . . and other things." This will really sink me, I thought. Nothing like a twenty-three-year-²⁰old expert in a one-hundred-year-old firm.

"I see, Mr. Kallen. But you don't sound as if you believe in your²¹ own ideas."

"Oh, I do. Of course, they're just theories, but if put into practice, I think they can be very²² beneficial to the company. Take your imports from Japan . . ."

"Wait a moment," she interrupted laughingly.²³ "I'm just the secretary. If you come back tomorrow at four, perhaps you can see the sales manager. I'll make²⁴ an appointment."

"Could I!" I shouted with a burst of boyish enthusiasm. "Thank you, thank you, Miss Abernathy—²⁵and have a card." Her startled look gave way to a smile of compassion as I handed her another calling card.²⁶ turned, and strode triumphantly out of the office.

Coming out of his reminiscence the greying speaker turned toward²⁷ the young girl seated across from him. "Well, Miss Thompson, that was our Miss Abernathy twenty years ago. Next²⁸ week you're going to replace her as she is retiring. If you ever have any doubts about your job, remember²⁹ 'Indispensable Abernathy.' She was a counselor, a teacher, and a friend."

Stella Abernathy,³⁰ lost in memories of her own, turned and looked at the familiar door. Taylor, Schmidt and Kallen, Importers. Christopher³¹ Kallen, President. (624)

OGA MEMBERSHIP TEST

It is apparent that you improve your ability to execute shorthand forms only by practice done after¹ you have become thoroughly familiar with the outline you want to make. You begin to develop good writing² habits when you no longer have to think of what you are making, so far as it relates to shorthand processes³ and meanings. You hear the spoken word, then form a definite mental picture of it. You analyze the movements⁴ involved and reproduce the form quickly and smoothly—not as the combination of disconnected strokes but⁵ as a single unit.

As soon as you begin to make the shorthand outline in this way, you gain skill in execution,⁶ provided, of course, that you know the proper outlines and that you work with concentration and a desire⁷ to write the forms correctly. (145)

JUNIOR OGA TEST

Whatever is worth doing in this world, be it work or play, is worth doing well. The fellow who works hardest¹ frequently plays the hardest. You will find that a healthy mind will go a long way to further your career if supported² by a healthy, well-developed body. On the other hand, a well-developed body without an equally³ developed mind only wastes good material that might make for the ultimate victory in life.

The⁴ ideal man or woman is one who is temperate in all his actions and in his thoughts, and an extremist in⁵ nothing. "Honesty, fairness and efficiency"—this is a good motto to have and to cling to. (117)

FLASH READING*

WORK

ASK A MAN, "Like your job?" and it is likely that he will tell you that he has no desire to get ready early¹ in the day to travel an hour or more in heavy traffic to get to his job. He would, the man will tell you, like² to stay at home all day if he pleases. He will go to a place and leave when he has the desire. He

would not like³ to put off the trip because he must finish a job.

Ask the man, "Would you like it if you would not have a job—would⁴ you like to stay at home all day, day after day, with no job?" It is likely that the man will not tell you no, that⁵ he would not like to leave his job and stay at home. He would, he will say, prefer to replace his job with that which has⁶ more appeal.

His soft easy chair, it seems, is all that he will need in his happy, easy life.

The man says that he⁷ will be tied to his chair all day and read his paper. He will not care that he has no job. He is in charge of his⁸ life, and no man can tell him that he must have a job.

But as day after day passes, the man would see that he is⁹ not too

happy with his life in the easy chair. "What is going on?" he will ask. "What is it that I lack?" The man¹⁰ knows that there is a need he must fill, but not what that need is.

It will be pretty easy for the man to learn the¹¹ reason that his life is not as happy as he had thought it would be when he left his job. He will see that a man¹² must have a job not only for the pay that he can earn, but for a better reason.

He will learn that a man must¹³ know that people need him. On the job, he sees that people there need him, and he likes it.

When a man has no job, he¹⁴ will not like to stay at home. It is his thought that people have no need of him. He has no place to go and would¹⁵ appreciate his job if he could get it again. The man sees that to be happy he must have a job. His easy¹⁶ chair is no good, for it means

that there is no better place to be.

People say that getting ready to go to a¹⁷ job is not what pleases them, but all that means is that they would like more vacation. But if they had no job at all,¹⁸ though, people would not be as happy as they say they would. A man must know that people need him, and a job—a good¹⁹ day of labor—can fill that need. (386)

*Vocabulary limited to Chapters One and Two of Gregg Shorthand Simplified.

BRING BUSINESS LETTER WRITING TO LIFE (continued from page 24)

you'll find that your suggestions for improvement will be copied verbatim and that Johnny or Susie will soon be back asking you if the letter is improved. It probably will be, because normally you will be checking your own words. You can avoid this by refraining from making any comments until a letter has been written and the rest of the check sheet completed. (Incidentally, there should be little doubt about students' awareness of the all-important "you" attitude after questions 5 and 6 are answered.)

5. How many times did you use the pronouns "I" and "me"?

6. How many times did you use the pronouns "you" and "your"?

7. Did you check your spelling?

8. Did you check your punctuation?

9. Did you check for proper sentence structure?

Students can judge their own efforts by their answers. Then, if a student can answer "Yes" to each part of the following summary, it's likely that he has prepared a good letter:

10. Is your letter: Clear_____
- Concise_____
- Correct_____
- Courteous_____

A checklist of this nature makes letter writing concrete. It is a foundation on which to build, because it allows students to make their own evaluations and compose accordingly.

Of course, you will probably want to vary the questions to suit your own class needs.

I've found this approach to business correspondence most satisfactory. Class projects successfully completed include conducting an eligibility survey for the athletic department, obtaining bids for a school piano, a series of "Thank you" letters for a community fund-raising drive, and innumerable personal business letters.

Along with the satisfaction of seeing so many correct letters turned out goes the deeper feeling of accomplishment that will come to you some day when a student will remark in all seriousness, "You know, I really learned something in this class. Writing a good letter is easy when you know how."

WE STOPPED TEACHING MACHINES BY THE ROTATION PLAN (continued from page 31)

seven different tests. These tests are scored on a 100 per cent basis and are timed for twenty minutes each. They are distributed as follows:

Ten-key adding-listing machine
Full-bank adding-listing machine
Each of four different makes of rotary calculators

Key-driven calculator

Grades are assigned on the basis of a total score on all seven tests plus bonus work. The breakdown of scores and their letter grade is:

Grade	Min. Score	Grade	Min. Score	Grade	Min. Score
A	700	B-	630	D+	530
A-	685	C+	610	D	510
B+	670	C	580	D-	470
B	650	C-	550		

These scores are posted and explained during the first meeting of

the class. It is also explained that the figures were obtained statistically by computing the scores of several hundred students over several years.

If a student wants to increase his grade, he may do bonus work on a bookkeeping machine or on any other of the various machines in the lab. All students are free to work in the machines room when they have no classes and when the room is not in use. Many of them use the bookkeeping and posting machines on their own or increase their proficiency in business applications by using calculators and adding machines that have not been included in their course work.

As can be seen from this brief description, much of the work done

by a chart of assignments under the rotation plan is left, in our method, to the experience of the teacher and his understanding of each individual student's problems and background. Our approach gives a free movement to class progress and allows many superior students to do extra work on any or all machines. The grading scale is low enough so that the average student will have an incentive to try for a higher score and so that the slow student can progress as far as his time and ability will permit him to go.

Experience with this plan has convinced us that we are providing for individual students at both ends of the ability scale—and they like the opportunity of planning their own progress, too.

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Professional Report

NEWS SPOTLIGHT

Clerical salary survey

... conducted by the National Office Management Association shows that the average weekly salary rate for clerical employees is now \$70, an increase of \$6 over that reported in the 1958 survey. Other interesting results of the 1959 survey: The 40-hour work week is still the standard (68% of responding companies), but 12% of the companies report a 37½-hour week, while with 5% a 35-hour week is standard. Seven holidays a year are granted by 28% of companies answering, 31% give eight or more, and the rest generally give six. Less than 8% reported unionization of all or part of their office force. The areas of greatest unionization of office employees are the West and West-Central. Other areas are East, East-Central, and South in that order. The ratio of total workers to office workers remains near 3 to 1, the survey shows.

Gregg Notehand

... is the name of a new short writing system for academic students and those interested in a shorthand system for general use. Written by Louis A. Leslie and Charles E. Zoubek, it will be published next spring by Gregg Publishing Division, McGraw-Hill Book Co. Gregg Notehand is based on the Gregg alphabet and includes a limited number of brief forms, a single phrasing principle, and a few abbreviating principles.

Certified Professional Secretaries

... now number 1711. The new total was reached when 245 secretaries passed the recently-held ninth annual CPS examination given by the Institute for Certifying Secretaries, a department of the National Secretaries Association (International). The new total includes eight Canadian secretaries and one from Hawaii. The 1959 test was also passed by one man, bringing the total of male Certified Professional Secretaries to four. The next examination will be given in May, 1960. The application deadline for that test is December 1, 1959.

Hard-of-hearing

... teachers can now receive licenses to teach in the New York City school system, if hearing aids will bring their hearing to normal. A recent decision by the board of examiners puts hearing aids in the same category as glasses. Before this decision applicants for original appointment who used hearing aids could not receive licenses, no matter how qualified they otherwise were.

PEOPLE

• Wilma Alice Ernst was awarded an Ed.D. degree by the University of Oklahoma, Norman. She is currently chairman of the business education department at Northwestern State College, Alva, Okla. Her dissertation, "An Analysis of Accounting Systems and Practices with Implications for Improvement of Instruction in Accounting," was written under the guidance of Dr. Gerald A. Porter. Dr. Ernst is a member of various professional organizations and has been active in Delta Pi Epsilon.

• Bernard A. Shilt, who has been supervisor of business education for the Buffalo, N.Y., public schools has been given the title of director of business education. This was in recognition of the growing business education program in that city. The business education curriculum in Buffalo now enrolls more students than any other.



BERNARD A. SHILT

ognition of the growing business education program in that city. The business education curriculum in Buffalo now enrolls more students than any other.

• C. C. Miller, assistant professor at Florida State University, Tallahassee, received his Ed.D. degree from that institution. His dissertation, written under the direction of Dr. Ernest W. Cason, was "Instructors of Non-Academic Subjects in Publicly Supported Junior Colleges: A Study of Certification and Employment Prac-



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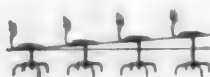
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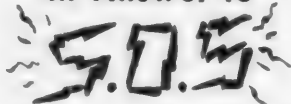
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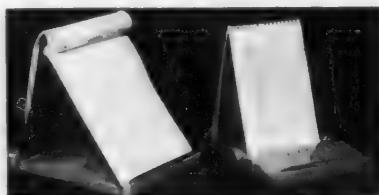
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tices and Proposals for Certification.

Dr. Miller is a member of the Florida BEA, SBEA, UBEA, Pi Omega Pi, and Phi Delta Kappa.

• Robert J. Ruegg has been appointed director of business education of Educational Developmental



ROBERT J. RUEGG

Laboratories of Huntington, N.Y. He was formerly manager of the business education division of Underwood Corp.

• Joseph Gruber, director of business education for the City of New York, was awarded an honorary degree of Doctor of Commercial Science by Pace College in recognition of his outstanding service to education and the business community.

• Clinton A. Reed has retired as chief of the New York State Bureau of Business and Distributive Education. He was honored by over 300 members of the Business Teachers Association of New York State at a dinner held for him. The Association paid tribute to Mr. Reed for "his outstanding leadership for the past thirty-three years."

• Rees Edgar Tulloss died in Springfield, Ohio, at seventy-seven. Doctor Tulloss was president emeritus of Wittenberg College and was prominent in advancing the cause of touch typing in the early years of the century. He was the author of two books on touch typing and operated a business school from 1901 to 1917. He served as president of Wittenberg College from 1920 to 1949.

• Rose L. Fritz, first world champion professional speed typist, died recently at the age of seventy-one. More than fifty years ago she held the world's championship silver cup in the 60-minute international competition for several years. Miss Fritz was the co-author of a touch typing sys-

tem and headed her own business school in New York City in the 1920's.

- Edward James Coyle, assistant professor at East Central State College, Ada, Oklahoma, was recently granted an Ed.D. degree by the University of Oklahoma, Norman. The title of his dissertation was "A Program for Accreditation of Private Business Schools in Oklahoma." Doctor Coyle has taught in three Colleges in Oklahoma, is a C.P.A., and a member of various professional organizations.

- Melvin Lloyd Edwards received his Ed.D. degree from the University of Oklahoma, Norman. He is an assistant professor of business education at Kansas State Teachers College, Emporia. His dissertation, "The Effect of Automation on Accounting Jobs," was written under the guidance of Dr. Gerald A. Porter.

Doctor Edwards has taught business subjects in high school and colleges in Kansas and Oklahoma. He is active in Delta Pi Epsilon and is a member of various business education associations.

GROUPS

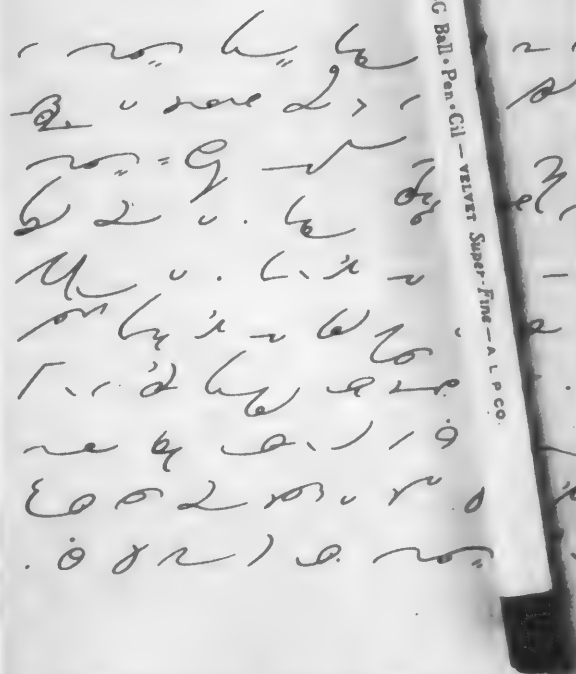
- The Ohio Business Teachers association elected John F. Kuechenmeister, Western Hills High School, Cincinnati, president. Other officers elected were Mildred C. Siefert, Cuyahoga Heights School, Cleveland, vice-president; and Ruth Cathcart, Lima High School, secretary-treasurer.

- The Idaho Business Education Association elected the following officers at its eleventh annual meeting: Robert E. Rose, Boise Junior College, president; Cal Messinger, Lewiston High School, vice-president; Laura Bombina, Coeur d'Alene High School, treasurer; and Barbara Dargatz, Borah High School, secretary.

- The Ohio Business Schools Association has re-elected Charles E. Spitzer, Ohio Institute of Business, Wooster, president. Also re-elected were Dr. Olive Parmenter, Tiffin University, vice-president; J. V. Thompson, Steubenville Business College, secretary; and Ruth Davis, Davis Business College, Toledo, treasurer.

- New Jersey Business Education officers for 1959-60 are: Walter A. Brower, Rider College, Trenton, president; Lillian K. Chance, Rancocas Valley Regional High School, Mount Holly, first vice-president;

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Florence G. Adamo, Vineland High School, second vice-president; Anthony Jannone, East Side High School, Newark, secretary; and A. Margaret Morrison, Union High School, treasurer.

- The Business Teachers Association of New York State has elected the following officers for 1959-60: Mary Honcharik, Ithaca High School, president; Raymond L. Clippinger, Rochester Board of Education, vice-president; Francis J. Schneid, Central City Business Institute, Syracuse, recording secretary; Eve Firra, Ithaca High School, corresponding secretary; and Wayne W. Pickett, Oneida High School, treasurer.

- The Connecticut Business Educators' Association has elected Charles E. Seney, Putnam High School, president. Other officers elected were: Frederic W. Rossomando, Wilbur Cross High School, New Haven, vice-president; Viola S. Fedorczyk, E.O. Smith High School, Storrs, secretary; and Josephine E. Cribbins, Amity Regional High School, Woodbridge, treasurer.

- New officers of the Chicago Area Business Educators Association are Eileen Schutte, Elmwood Park Com-

munity High School, president; Stanley Rhodes, Highland Park High School, vice-president; Jo Ann Geske Morton West High School, Berwyn, secretary; and William Mitchell, Arlington Heights High School, treasurer.

SCHOOLS

- Heffley & Browne Secretarial School, Brooklyn, New York, held a free two-week exhibit called "Century of the Typewriter." On display was a 14-karat gold-trimmed typewriter as well as the first commercial typewriter, dating from 1873. The exhibit was visited by businessmen and the general public.

- Bliss College, Columbus, Ohio, has named John W. Griffin president. He succeeds the late Stephen T. McFadyen. Gerald Wickham, secretary-treasurer was named chairman of the board.

GENERAL

- The annual scholarship granted by the Transcription Supervisors' Association of New York to a high school graduate for further study in the field of business was won by

Mary Jane Weadock of Cathedral High School, New York. She plans to continue her studies at St. John's University.

- New York University, in collaboration with the Radio Corporation of America, has set up a Center for Instructional Television. The center's program is "designed to develop and disseminate the most effective techniques for televised teaching in the nation's schools." It will include teacher-training, apprenticeships, institutes and in-service workshops, consulting services, and research.

- The Office Executives Association has again awarded ten scholarships to New York City high school seniors to further their studies in the field of business or business teaching. Nine girls and one boy were awarded \$500 each towards their college expenses.

- "Leading A Business Education Meeting," a valuable 15-page mimeographed guide, has been compiled by a group of Michigan business educators and organizations. It covers such topics as the duties of a chairman, planning and implementing of an effective program, conduct of meetings, and evaluation and follow-up of meetings.

It is available from Frank W. Lanham, 3000 School of Education, University of Michigan, Ann Arbor, for a handling fee of 15 cents.

- A contest to pick the best student typist in New York City will be held in connection with the National Business Show in October. The contest will be sponsored by the Alpha chapter of Delta Pi Epsilon and will be open to all public and parochial secondary school students in the city. As of now, the typewriters to be used in the contest will all be of foreign manufacture.

- The Eastman Kodak Company at Rochester, N.Y., has issued a new student tour booklet. Several special tours through Kodak are listed, including ones through business departments such as payroll, accounting, stenographic, and through executive offices.

- A course in automation accounting is available on a franchise basis from Automation Institute of America, Inc. The course, according to Dr. Vernon D. Patterson, president, is not intended to teach machine operation. The goal is to give students a working knowledge of punched card techniques and how to apply automation equipment.

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Medium-Size Electric Typewriter

Smith-Corona Marchant Inc. has introduced a new electric typewriter which is said to be one-half the weight and one-half the cost of most electric office typewriters. The Electra 12 has a full-size keyboard and "practically all the standard electric office typewriter features," according to the company.

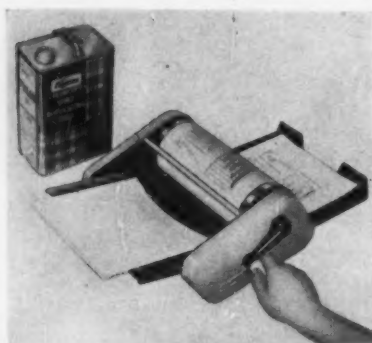
It is priced at \$179.50 and weighs



about 19 pounds. The new machine has a standard 88-character electric keyboard with automatic repeat action on the hyphen and underline key (combined) and the space bar.

Small Spirit Duplicator

The Faymus Model D1 spirit duplicator is a new small size machine that produces work just like that of the larger models, according to the makers, Bankers & Merchants, Inc. It



has a light-alloy stainless printing drum, a moistening device with cast-metal felt holders, a large slanting paper feed tray, adjustable receiving tray, coated metal side covers, and elastic printing pressure. The price is \$79.95, plus tax. For further information write to the company at 3229 N. Sheffield Avenue, Chicago 13, Ill.

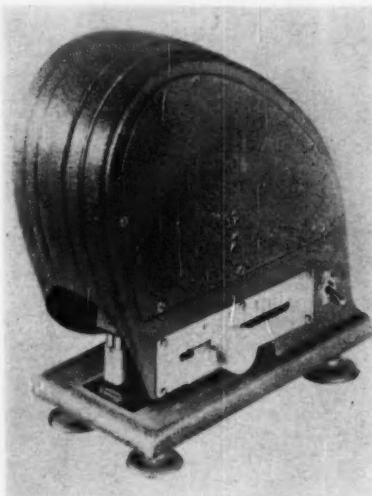
Tape Dictating Machine

A new model of the Stenomaster dictating/transcribing machine has

been announced by GBC America Corp., New York. The new machine provides up to three hours of dictating time on two tracks of a single 3½-inch tape reel. The microphone includes all controls. Other features include a built-in loudspeaker, recording level indicator, time indicator, automatic erase, as well as dual speed, foot and typewriter controls. Further information may be obtained from the company at 89 Franklin Street, New York 13, N.Y.

Electric Stapler

Staplex Company has announced a new automatic electric stapler, the S-54. It is described as an all-purpose stapler with no hand or foot controls needed for operation. The S-54 has



no motor and does not have to be turned on or off. Power supply comes from a solenoid. A heavy-duty model, the S-54-H is especially designed for stapling IBM cards, banking forms, etc. For further information write to the Staplex Company, 777 Fifth Avenue, Dept. H-65, Brooklyn 32, N.Y.

Adding Machine Line

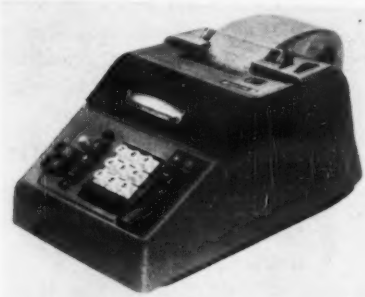
Victor Adding Machine Co. has announced a new medium-priced line of adding machines. The Imperial has electrified total and subtotal keys, automatic subtraction, repeat key, non-add key, and automatic credit balance. Electric, hand-operated, 10-key and full keyboard models are available.

High-Speed Adding Machine

Olivetti has announced its Multi-summa 22, a new high-speed adding

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SoundScriber Corp.	51
Venus Pen and Pencil Corp.	49

machine that gives credit balances and also multiplies automatically. Factors and results of all operations



are printed on tape. The machine operates at 220 cycles a minute and provides a thirteen-digit total.

• Columbia Ribbon & Carbon has introduced a new typewriter ribbon that approximates the sharp image of a carbon ribbon. Made of synthetic fibers, the Commander ribbon is said to last four times as long as conventional cotton ribbons.

• A hand cleaner that removes carbon smudge, duplicating and printing inks without water is made by Royal McBee Corp. Called Creamee, it contains lanolin and silicone.

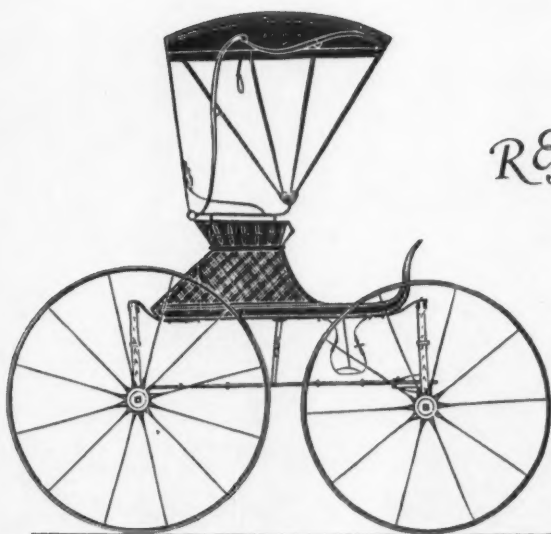
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"This demands the best of student service in all phases of our operation. It's particularly true in our Student Accounts Division, where posting more than 75,000 active accounts, plus our need for timely statistical reports, demands a highly efficient system.

"Our five National Class 32 Ma-

chines and National Punched Paper Tape Recorders return 150% annually on our investment. As an integral part of our accounting department, these machines provide a uniform flow of data on punched paper tapes which have greatly simplified our accounting procedures."

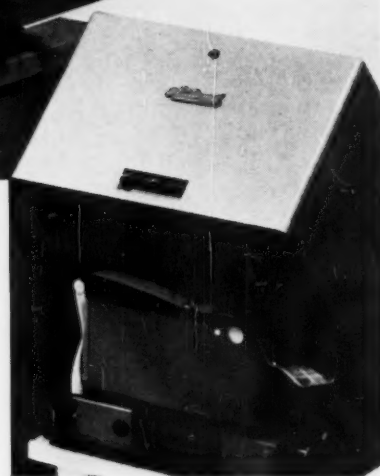
John L. Williams

President

International Correspondence Schools

THE NATIONAL CASH REGISTER COMPANY, Dayton 9, Ohio

1039 OFFICES IN 121 COUNTRIES • 75 YEARS OF HELPING BUSINESS SAVE MONEY



Punched paper tape is created automatically as a by-product of posting student accounts.



*TRADE MARK REG. U. S. PAT. OFF.

National*

ACCOUNTING MACHINES

ADDING MACHINES • CASH REGISTERS

NCR PAPER (NO CARBON REQUIRED)

